DOCUMENT RESUME

ED 421 655 CE 076 922

TITLE	Business/Computer Technologies. State Competency Profile.
INSTITUTION	Ohio State Univ., Columbus. Center on Education and Training for Employment.
SPONS AGENCY	Ohio State Dept. of Education, Columbus. Div. of Vocational and Career Education.; Ohio Board of Regents, Columbus.
PUB DATE	1998-02-00
NOTE	296p.
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	MF01/PC12 Plus Postage.
DESCRIPTORS	*Accounting; Associate Degrees; Business Skills; *Competence; Competency Based Education; Computer Oriented Programs; *Computer Science Education; Computer Software; Data Processing; Employment Potential; High Schools; Information Systems; *Job Skills; *Office Occupations Education; Teaching Guides; *Tech Prep; Technical Occupations; Two Year Colleges; Vocational Education
IDENTIFIERS	*Ohio

ABSTRACT

This document contains 272 competencies, grouped into 36 units, for tech prep programs in the business/computer technology cluster. The competencies were developed through collaboration of Ohio business, industry, and labor representatives and secondary and associate degree educators. The competencies are rated either "essential" (necessary to ensure minimal levels of employability by entry employees; must be included in all new tech prep programs) or "recommended" (suggested addition to the State Competency Profile). Competency builders are included for each competency. A matrix relates the units to nine occupations within the business and computer technologies occupational cluster. The units cover the following groups of competencies: employability skills; professionalism; teamwork; professional practices; workplace safety; project management; problem analysis; general administrative functions; economic and business principles; basic computer concepts and applications; technical documentation; customer relations; general office functions; general accounting functions; specialized accounting functions; financial management functions; business law; legal office procedures; legal concepts; computer user support; data warehousing; software methodology; operating systems; application programming and design; network operations; basic mainframe concepts; computer hardware design and maintenance; small business management; supervision; quality assurance; telephony functions; training; statistics; banking basics; world cultures and basic principles of marketing. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 421 655

TECH PREP

Business/Computer Technologies

State Competency Profile

February 17-18, 1998
Columbus, Ohio

CE 076 922

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND
DISSEMINATE THIS MATERIAL HAS
BEEN GRANTED BY

L Daniels

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

TECH
PREP

Business/Computer Technologies
State Competency Profile

This document is the result of collaboration between a number of individuals and organizations. The Ohio Department of Education and the Ohio Board of Regents provided financial and staff support for the development of the document. Betty Rider and Larry Casterline, Consultants, Tech Prep Curriculum Services, edited the initial document upon which the current document is based. Guidance in document development was provided by a futuring panel composed of Ohio Business, Industry and Labor Representatives. (See attached list of members of the February 4, 1998 Futuring Panel.)

The current document is a result of a review by a state panel of business/industry/labor representatives and secondary/associate degree educators on February 17-18, 1998. (The name and institutional affiliation of each panel member is provided on the following pages.) Jan Eley, Akron Area Tech Prep Consortium and Linda Fauber, Lakeland Tech Prep Consortium, served as meeting facilitators. They were assisted by Julie Daugherty, Eastern Ohio Valley Tech Prep Consortium, Larry Casterline, Tech Prep Curriculum Services Consultant, Jan Donley, Cincinnati State University, and Bev Smith, Miami Valley Tech Prep Consortium.

As you review the document, keep in mind the following:

Essential Competencies

Those competencies marked *Essential* in the State Competency Profile were determined by the statewide business/industry/labor panel to be necessary to ensure minimal levels of employability. Entry level employees should be able to perform this competency without supervision; therefore, students must be proficient in these competencies at least by the end of the Associate Degree.

Essential competencies must be included in all new Tech Prep programs. Tech Prep consortia with current programs in this area will be expected to phase-in essential competencies into their programs as well.

Wording of essential competencies may not be altered. The leveling may only be changed to deliver the competency earlier during the educational process. For example, the leveling of an essential competency in the State Competency Profile may be altered locally from a P or Proficiency leveling at the end of the Associate Degree to a P or Proficiency by the end of the 12th grade. The reverse is not permissible. For example, a competency leveled P or Proficient by the end of the 12th grade in the State Competency Profile cannot be changed locally to a P or Proficiency by the end of the Associate Degree. For additional information on leveling of competencies, refer to the Leveling Code Sheet in this document.

Competency builders are intended to help define each competency; therefore, the builders may be modified locally as long as that modification does not change or dilute the intent of the State Panel.

Issues which arise regarding delivery of the *essential* competencies once the program is implemented will be addressed by a State review panel of business/industry/labor and education representatives with possible revisions to the State Competency Profile at a later date. Any issues identified during the local verification meeting should be conveyed to Tech Prep Curriculum Services by the consortium coordinator.

Recommended Competencies

The competencies marked *Recommended* are suggested additions to the State Competency Profile. Each of these competencies should be reviewed during a local competency profile meeting; with a joint panel of business/industry/labor and education representatives deciding whether to include each competency in the local curriculum. The decision should be based upon a consideration of local business needs, as well as priorities and time constraints of the educational process. Wording and leveling of all recommended competencies and builders may be modified.

Additional Units/Competencies/Builders

Competencies and/or builders may be added to any unit in the State Competency Profile. Additional units may also be added.

Occupation Definitions

Skills may be added to the occupational definitions based on the modifications made during the competency review. Because the definition is based on the skills detailed in the competency profile, only minor modifications should be necessary.

For additional information about this State Tech Prep Competency Profile contact:

Tech Prep Curriculum Services
Center on Education and Training for Employment
The Ohio State University
1900 Kenny Road
Columbus, Ohio 43210-1090
(614) 292-8404

Business & Computer Technologies Futuring Panel
February 4, 1998
Columbus, Ohio

Jan Eley
Panel Facilitator

David Ryan, CPA
Director IT Solutions
Groner, Boyle, and Quillan
Columbus, Ohio

Bob Hsieh, Manager
International Assistance Center
Columbus Chamber of Commerce
Columbus, Ohio

Wendy Bonham, Legal Secretary
Lane, Alton, and Horst
Columbus, Ohio

Irma Ueber, Executive Secretary
Nationwide Insurance Enterprise
Columbus, Ohio

Steven L. Keller, CPA
Keller CPA
Columbus, Ohio

Brent Wolfinger, Director
International Training
Wendy's International
Dublin, Ohio

Paul Griesse, President
Bry-Air Inc.
Sunbury, Ohio

Sue Warden, Legal Administrator
Crabbe, Jones, Potts, and Schmidt
Columbus, Ohio

Ego Onyejekwe, Director
Emerging Technology Services
University Technology Services
Columbus, Ohio

Linda Kraschinsky, Resource Manager
Property/Casulty Systems
Nationwide Insurance
Columbus, Ohio

Ted Saneholtz, President
Summit Financial Services
Columbus, Ohio

Christine Barton, Vice-President
Corporate Research Services
Pickerington, Ohio

Terry TerMeer, Special Projects Director
Secretary of State's Office
Columbus, Ohio

Beth Mantle, Director
Non-legal Training and Recruiting
Attorney General's Office
Columbus, Ohio

Business/Computer Technologies
State Competency Profile Meeting

Business, Industry, Labor Panel

Rosemary Bailey, Legal Administrator
Robbins, Kelly, Patterson, & Tucker, Cincinnati, Ohio

Christine Barton, Vice President
Corporate Research Services, Pickerington, Ohio

Alice Bernard, Office Management
Carrington South, Poland, Ohio

Vicki Boroski, Office Management
Jefferson Community College, Steubenville, Ohio

Kevin R. Brooker, Business/Computer Network
Health Recovery Services, Athens, Ohio

Chris Burton, Fiscal/Human Resources Officer, History
Ohio State University, Columbus, Ohio

Deborah Campana, Accounting/Treasurer/Financial
Jefferson County Educational Service Center, Steubenville, Ohio

Chip Chapman, Vice President/Owner
ADC Information Technologies, Columbus, Ohio

Melissa Flinn, Management Information Specialist
Jefferson Community College, Steubenville, Ohio

Brian D. Frost, Programming, Computer Support
Rittal Corporation, Springfield, Ohio

Jim Hartley, Director, Membership Service & Technology
Ohio Society of CPA, Dublin, Ohio

Patrick Jones
Computer People Consulting, Columbus, Ohio

Steven L. Keller, CPA
Keller CPA, Columbus, Ohio

Valerie Keough
OME-RESA, Steubenville, Ohio

Paul Kinghorn, Management Information
APEX Consulting, Inc., Jackson, Ohio

Pete Lipovsek
LDA Systems, Inc., Dublin, Ohio

Randy Luibart
Gates McDonald, Hilliard, Ohio

Gail S. Peters, University Technical Services
Ohio State University, Columbus, Ohio

Honey Puperi
Famous Supply, Wheeling, West Virginia

David Ransom, Microcomputer Applications
APEX Consulting, Inc., Jackson, Ohio

Gloria Roehrenbeck
Key Bank, Westerville, Ohio

Ted Saneholtz, President
Summit Financial Services, Columbus, Ohio

Rob Schultz, Networking, Computer Support
Speedway SuperAmerica LLC, Springfield, Ohio

Linda Stokes
Longaberger, Newark, Ohio

Marybeth Swartzmiller, Accounting
Jefferson County Educational Service Center, Steubenville, Ohio

Business/Computer Technologies
State Competency Profile Meeting

Educator Panel

Michael O. Beaver, Instructor, Microcomputer Applications
University of Rio Grande, Rio Grande, Ohio

John Bennett, Instructor, Math
Martins Ferry High School, Martins Ferry, Ohio

Steward Bonem, Instructor, Finance/Accounting
Cincinnati State Technical Community College, Cincinnati, Ohio

Tina Brooker, Instructor, Math
Tri-County JVS, Nelsonville, Ohio

Steve Chrisman
Springfield Clark JVS, Springfield, Ohio

Robert Coil, Business Technology Division
Cincinnati State, Cincinnati, Ohio

Vicki Crabtree, Instructor, Management Information
University of Rio Grande, Rio Grande, Ohio

Patti Crunelle, Instructor, Accounting
Martins Ferry High School, Martins Ferry, Ohio

Tony D'Aurora, Computer Programming
Steubenville High School, Steubenville, Ohio

Deana DeWorth, Instructor, Special Education
North Union High/Middle School, Richwood, Ohio

Larry Duck, Microcomputer Applications Specialist
Martins Ferry High School, Martins Ferry, Ohio

Colleen Dunn, Business/Retail Management
Jefferson Community College, Steubenville, Ohio

Cathy Evans, Instructor, Business Tech Prep
Tri-County JVS, Nelsonville, Ohio

Marge Flouhouse, Management Information Specialist
Steubenville High School, Steubenville, Ohio

Eric Geissler, Instructor, English/Communications
Marion Technical College, Marion, Ohio

Dennis George, Office Management Specialist
Steubenville High School, Steubenville, Ohio

Vicki Hammer, Instructor, Office Administration
University of Cincinnati-Raymond Walters College, Cincinnati, Ohio

Amy Hartman, Instructor, Communications
Tri-County JVS, Nelsonville, Ohio

Bruce Hotlosz, Computer Support Technician
Martins Ferry High School, Martins Ferry, Ohio

Bill Hope, Instructor, Communications
Jefferson Community College, Steubenville, Ohio

Jay Jacquet, Chair, Business Technologies
Central Ohio Technical College, Newark, Ohio

Jennifer Jordan, Instructor, Business Computer/Accounting
Hamilton High School, Hamilton, Ohio

Glenda Kunar
Youngstown State University, Youngstown, Ohio

Mike Laird, Microcomputer Application Specialist
North Union High School, Richwood, Ohio

Karen Lloyd, Instructor, Communications
Martins Ferry High School, Martins Ferry, Ohio

Paul Matuska, Instructor, Science
Martins Ferry High School, Martins Ferry, Ohio

Carolyn McCluskey, Office Management
Jefferson Community College, Steubenville, Ohio

Cheryl L. McKean, Instructor, Computer Technology
Choffin Career Center, Youngstown, Ohio

Sandy Mershon, Instructor, Office Management
University of Rio Grande, Rio Grande, Ohio

Frank Mioduszewski, Management Information Specialist
Jefferson Community College, Steubenville, Ohio

Edith Newell
Springfield Clark JVS, Springfield, Ohio

Roberta Parnicza, Computer Support
Jefferson Community College, Steubenville, Ohio

Rocco A. Petrozzi, Instructor, Accounting
Jefferson Community College, Steubenville, Ohio

Scott Potter, Instructor, Soft Sciences
Marion Technical College, Marion, Ohio

Terry A. Puperi, Instructor, Computer Programming
Belmont Technical College, St. Clairsville, Ohio

Tom Reardon, Instructor, Math
Fitch High School, Austintown, Ohio

Diane Richards, Instructor, Science
Jackson High School, Jackson, Ohio

Phyllis Rose, Instructor, Math
Buckeye Hills Career Center, Rio Grande, Ohio

Norman Russell, Instructor, Science
Jefferson Community College, Steubenville, Ohio

Heather Schaeffer, Instructor, Science
North Union High School, Richwood, Ohio

Melissa Stickle, Business & Industry Division
Central Ohio Technical College, Newark, Ohio

Barbara Stover
Marion Technical College, Marion, Ohio

Barbara Tietsort, Instructor, Legal/Medical Office Administration
University of Cincinnati-Raymond Walters College, Cincinnati, Ohio

Chuck Tydings, Department Chair & Science Instructor
Springfield High School, New Middletown, Ohio

Haven Wallace, Electronics Computer Support
Jefferson County JVS, Steubenville, Ohio

Jim Wallace, Communications
Hocking College, The Plains, Ohio

Catherine D. Weber, Instructor, Math
Jefferson Community College, Steubenville, Ohio

Marcia A. Welch, Instructor, Computers
Hocking College, The Plains, Ohio

Brenda Whittaker, Financial Management Assistant
Marion Technical College, Marion, Ohio

Brett Wilson, Instructor, Office Management
Gallia Academy High School, Gallipolis, Ohio

LEVELING CODES

GRADE LEVEL

12 = by the end of grade 12

AD = by the end of the Associate Degree

DEPTH

I = Introduce (applies to at least three or 25% of the competency builders)

R = Reinforce or add depth (after introducing or proficiency)

P = Proficient (achievement of the competency **without** supervision)

ACADEMIC CODES

C = Communications related

M = Mathematics related

S = Science related

OTHER **(Determined by Business, Industry and Labor Panel)**

Essential Competency: Competency is needed to ensure **minimal** level of employability. Entry level employees should be able to perform this competency without supervision. Competencies required for certification, licensure, and/or national skills standards should be tagged as essential.

Recommended Competency: Competency should be included but is not essential for minimal level of employability.

Delete: Competency should not be included.

Example:

BIL: Essential Recommended Delete

	12	AD	AC
EDU	P	R	C

Competency: XXXXXXX

Example:

BIL: Essential Recommended Delete

	12	AD	AC
EDU	P	R	C

Competency: YYYYYYY

Competency Builders:

SSS

XXX **M**

REFERENCE SHEET

Competencies in this document were compared against Occupational Competency Analysis Profiles (OCAP) and the National Standards for Business Education. Where the Tech Prep competencies were similar to, or comparable to the OCAPs or national standards, a notation was made beside the competency or builder. The following notation system was used:

#	OCAP
#A	QCAP advancing skill
*	National Standards for Business Education

Business/Computer Technologies

Job Definitions

Job definitions are not job descriptions. They are broader in focus and provide general skill training directions.

Accounting Specialist–An individual who provides technical administrative support to professional accountants and other financial management personnel. Technical skills should include, but not be limited to:

- basic financial knowledge
- general accounting principles
- basic financial report preparation
- basic financial record analysis
- basic tax compliance
- record keeping & posting transactions
- documentation & organizational skills
- accounting software skill
- information access and usage

Financial Management Assistant–An individual who assists in the financial planning, procurement, and investment of funds for an organization or individuals. Technical skills should include, but not be limited to:

- basic financial knowledge
- general accounting principles
- basic financial report preparation
- basic financial record analysis
- basic tax compliance
- basic financial planning
- documentation & organizational skills
- financial planning accounting software usage
- information access and usage

Office Management Specialist–An individual who supervises and manages the operations of a business office at management levels. Technical skills should include, but not be limited to:

- business communications and coordination
- office systems operations and procedures
- data preparation and evaluation
- office equipment operation and maintenance
- public relation skills

Programming & Applications Specialist–An individual who applies software theory and programming methods to the solution of business data problems. Technical skills should include, but not be limited to:

- programming skills and languages
- interface theory
- problem analysis
- input specification
- report generation
- documentation skills
- prototype design and testing
- customized software applications
- basic data warehousing
- information access and usage
- keyboarding skills
- operating systems
- basic data communication

Microcomputer Applications Specialist–An individual who understands software applications and helps the end users. Technical skills should include, but not be limited to:

- desktop productivity tools (e.g., Microsoft Office)
- hardware and software applications
- computer list maintenance
- help desk
- support and training
- keyboarding skills
- documentation skills
- information skills
- information access and usage
- operating systems
- application analysis/implementation
- diagnostic skills

Network Systems Technician–An individual who ensures computer hardware and software compatibility. Technical skills should include, but not be limited to:

- network, PC, & UNIX operating systems
- hardware and communication system recommendations
- hardware/operating system integration
- set-up operating systems integration
- set-up operational networks
- train network users
- troubleshoot networks and PCs

- records management
- computer skills
- basic data warehousing
- information access and usage
- labor law/personnel issues

Legal Administrative Assistant–An individual who assists with research and drafting of documents and correspondence; maintains files, time and billing records, and docket management; and performs related administrative functions under the supervision of an attorney(s). Technical skills should include, but not be limited to:

- research and analysis skills
- legal document preparation
- legal terminology
- court rules and procedures
- knowledge of various court systems
- docket management and scheduling
- knowledge of ABA code of ethics
- business law
- file organization
- computer skills
- time management
- information access and usage

Management Information Specialist–An individual who provides and manages data systems and related facilities for processing and retrieving business information. Technical skills should include, but not be limited to:

- business systems networking
- repositories
- database management
- data modeling
- integration theory
- management and control systems
- cost and accounting information
- computer operation and maintenance
- data storage and security
- supervision and training
- documentation skills
- data report writing skills
- basic data warehousing
- information access and usage

- multi-user network maintenance
- network security
- disaster recovery
- documentation skills
- information access and usage

Information Support Specialist/Computer Support Technician–An individual who researches, plans, and evaluates current and future software and office system equipment needs based on user requirements. Technical skills should include, but not be limited to:

- desktop operating systems
- problem analysis
- system configurations
- personal computer system maintenance
- initial hook-up of hardware
- software installation
- train software system users
- maintain software library
- project management
- documentation skills
- fundamental programming skills
- troubleshooting skills for network systems & PCs
- information access and usage

Business/Computer Technologies Cluster
Tech Prep Competency Profile Matrix

AS = Accounting Specialist
FM = Financial Management Assistant
OM = Office Management Specialist
LA = Legal Administrative Assistant
MI = Management Information Specialist

PS = Programming & Applications Specialist
MA = Microcomputer applications Specialist
NT = Network Systems Technician
IS = Information Support Specialist/Computer Support Technician

Small Type	Large Type	UNIT	AS	FM	OM	LA	MI	PS	MA	NT	IS
1	1	Employability Skills	X	X	X	X	X	X	X	X	X
11	18	Professionalism	X	X	X	X	X	X	X	X	X
21	31	Teamwork	X	X	X	X	X	X	X	X	X
25	40	Professional Practices	X	X	X	X	X	X	X	X	X
29	46	Workplace Safety	X	X	X	X	X	X	X	X	X
31	51	Project Management	X	X	X	X	X	X	X	X	X
36	56	Problem Analysis	X	X	X	X	X	X	X	X	X
39	59	General Administrative Functions	X	X	X	X	X	X	X	X	X
43	64	Economic & Business Principles	X	X	X	X	X	X	X	X	X
53	77	Basic Computer Concepts & Applications	X	X	X	X	X	X	X	X	X
74	109	Technical Documentation	X	X	X	X	X	X	X	X	X
76	112	Customer Relations	X	X	X	X	X	X	X	X	X
78	114	General Office Functions			X	X					
88	126	General Accounting Functions	X	X	X	X					
97	141	Specialized Accounting Functions	X		S						
116	162	Financial Management Functions		X							
125	175	Business Law	X	X							
135	186	Legal Office Procedures			S	X					
140	192	Legal Concepts			S	X					

X = Required for the occupation
S = Required/Recommended only for specialization within an occupation
R = Recommended

AS = Accounting Specialist
FM = Financial Management Assistant
OM = Office Management Specialist
LA = Legal Administrative Assistant
MI = Management Information Specialist

PS = Programming & Applications Specialist
MA = Microcomputer applications Specialist
NT = Network Systems Technician
IS = Information Support Specialist/Computer Support Technician

Small Type	Large Type	UNIT	AS	FM	OM	LA	MI	PS	MA	NT	IS
150	202	Computer User Support					X	S	X	X	S
151	203	Data Warehousing			R	R	R	R	R		
156	209	Software Methodology					X	X	S		
160	215	Operating Systems					X	X	X	X	X
169	228	Application Programming & Design					S	X			S
183	249	Network Operations					S			X	X
196	269	Basic Mainframe Concepts					X	S		S	
204	278	Computer Hardware Design & Maintenance						S		X	X
217	293	Small Business Management	X	X	S	S					
233	312	Supervision			X	X	S				
238	320	Quality Assurance					X	X		X	X
240	322	Telephony Functions								S	S
242	325	Training			X		S		S		
249	332	Statistics	X	X				S		S	
256	339	Banking Basics	X	X	S						
266	351	World Cultures	R	R	S						
272	361	Basic Principles of Marketing			S						

X = Required for the occupation
S = Required/Recommended only for specialization within an occupation
R = Recommended

Unit: Employability Skills

BIL: Essential

EDU:	12	AD	AC
	P	R	C

Competency: **Develop a career plan # ***

Competency Builders:
Identify current interests and aptitudes
Identify common barriers to employment
Describe strategies to overcome employment barriers
Locate resources for finding employment
Research job trends
Identify career options
Identify advantages and disadvantages of career options (in addition to monetary)
Identify job requirements
Investigate education/training opportunities (including speaking with someone in the trade)
Evaluate personal strengths and weaknesses
Refine a written educational plan which leads to a specific career field
Create career passport

BIL: Essential

EDU:	12	AD	AC
	P	R	C

Competency: **Prepare for employment # ***

Competency Builders:

Identify employment sources
Identify advantages and disadvantages of self-employment
Identify present and future employment opportunities (by geographic location)
Research job opportunities
Compare salary ranges and benefit packages
Compile occupational profile
Identify rights and responsibilities of equal employment opportunity laws
Demonstrate ability to accurately complete a job application
Design resume and cover letter
Target resume
Secure references
Investigate generic and specific employment tests (e.g., civil service exam; drug screening)
Use follow-up techniques to enhance employment potential
Demonstrate legible written communication skills using correct grammar, spelling, punctuation, and concise wording
Use proper diction in interviews
Describe methods for handling illegal questions on job application forms and during interviews
Write letter of application
Research prospective employer and services performed
Explain critical importance of personal appearance, hygiene, and demeanor
Interpret job description
Demonstrate appropriate interview question and answer techniques
Demonstrate methods for handling difficult interview questions using simulated role playing exercises

Describe procedures for following up after an interview
Evaluate job offers
Give notice to employer of job change
Write letter of acceptance
Write letter of declination
Demonstrate good listening skills
Ask for the job tactfully
Participate in extracurricular activities (e.g., student government, community projects)

BIL: Essential

EDU:	12	AD	AC
	P	R	C

Competency: **Evaluate the importance of self-esteem as an employability skill # ***

Competency Builders:
Identify factors that affect self-esteem
Compare effects of low self-esteem and high self-esteem
Identify strategies to promote positive self-esteem

BIL: Essential

EDU:	12	AD	AC
	P	R	C

Competency: **Demonstrate job retention skills # ***

Competency Builders:

Identify employer expectations regarding job performance, work habits, attitudes, personal appearance, and hygiene
Exhibit appropriate work habits and attitude
Demonstrate ability to set priorities
Identify behaviors to establish successful working relationships
Identify alternatives for dealing with harassment, bias, and discrimination based on race, color, national origin, sex, religion, handicap, or age
Identify opportunities for advancement
List reasons for termination
List consequences of being absent frequently from job
List consequences of frequently arriving late for work
Demonstrate interpersonal relations skills (e.g., verbal and written)
Demonstrate negotiation skills
Demonstrate teamwork
Follow chain-of-command
Exhibit appropriate job dedication

BIL: Essential

EDU:	12	AD	AC
	P	R	C

Competency: **Demonstrate knowledge of work ethic # ***

Competency Builders:

Define work ethic
Identify factors that influence work ethic
Differentiate law and ethics
Describe how personal values are reflected in work ethic
Describe how interactions in the workplace affect personal work ethic
Describe how life changes affect personal work ethic

BIL: Essential

EDU:	12	AD	AC
	P	R	C

Competency: **Exhibit appropriate work ethic # ***

Competency Builders:

Use time-management techniques
Avoid personal activity during work hours
Attend work as scheduled
Adhere to company and/or governmental policies, procedures, rules, and regulations
Exercise confidentiality
Demonstrate appropriate human relations skills
Adhere to rules of conduct
Accept constructive criticism
Offer constructive criticism
Take pride in work
Resolve conflict
Manage stress
Avoid sexual connotations and harassment
Adjust to changes in the workplace
Demonstrate punctuality
Assume responsibility for personal decisions and actions
Take responsibility for assignments
Follow chain-of-command

BIL: Essential

EDU:	12	AD	AC
	P	R	C,S

Competency: **Apply decision-making techniques # ***

Competency Builders:

Identify decision to be made
Identify possible alternatives and their consequences
Make decisions based on facts, legality, ethics, goals, and culture
Apply time factor(s)
Present decision to be implemented
Evaluate decision made
Take responsibility for decision
Identify ownership of decision to be made

BIL: Essential

EDU:	12	AD	AC
	P	R	C,S

Competency: **Apply problem-solving techniques #**

Competency Builders:

Identify problem
Select appropriate problem solving tools/techniques
Identify root problem cause(s)
Track root problem cause(s)
Identify possible solutions and their consequences (e.g., long term, short term, crisis)
Use resources to explore possible solutions to problem
Contrast advantages and disadvantages of each solution
Identify appropriate action
Evaluate results
Identify post-preventive action

BIL: Essential

EDU:	12	AD	AC
	P	R	C

Competency: **Exhibit characteristics for job advancement # ***

Competency Builders:
Display positive attitude
Demonstrate knowledge of position
Perform quality work
Adapt to changing situations and technology
Demonstrate capability/responsibility for different positions
Identify characteristics of effective leaders
Identify opportunities for leadership in work place/community
Demonstrate initiative to affect change in workplace
Participate in continuing education/training program
Respond appropriately to criticism from employer, supervisor, or other employees
Exhibit awareness of corporate culture
Prepare for job setbacks
Exhibit continual growth based on performance evaluation
Set realistic goals

Unit: Professionalism

BIL: Essential

EDU:	12	AD	AC
	P	R	C

Competency: **Project professional image # ***

Competency Builders:
Define professionalism
Exhibit professional appearance
Exhibit professional manners
Project professional attitude
Identify individual's vital role in organization
Exhibit proper etiquette in professionally-related situations

BIL: Essential

EDU:	12	AD	AC
	P	R	C

Competency: **Formulate individual and professional goals # A ***

Competency Builders:
Set flexible, realistic, and measurable goals
Identify potential barriers to achieving goals
Identify strategies for addressing barriers to goal achievement
Breakdown long-term goals into short-term goals
Prioritize goals
Commit to goals
Adjust goals
Obtain support for goals
Reward goal achievement

BIL: Recommended

EDU:	12	AD	AC
	I	P	M

Competency: **Organize personal finances # ***

Competency Builders:

Explain need for personal management records
Balance checkbook
Identify tax obligations
Analyze how credit affects financial security
Compare types and methods of investments
Compare types and methods of borrowing
Compare types and methods of insurance
Compare types of retirement options/plans
Identify discretionary vs. non-discretionary expenditures

BIL: Recommended

EDU:	12	AD	AC
	I	R	S,C

Competency: **Support community well-being ***

Competency Builders:

Identify environmental, educational, and social issues
Participate in social and/or community/industry activities
Participate in industry activities and organization

BIL: Essential

EDU:	12	AD	AC
	I	P	C

Competency: **Achieve organizational goals ***

Competency Builders:

Evaluate personal goals in relation to organizational goals
Monitor progress by evaluating feedback
List responsibilities in relation to organizational goals
Accomplish assigned tasks
Exercise responsibility in relation to organizational goals
Set appropriate personal performance standards
Communicate goals with supervisor and peers
Demonstrate knowledge of products and services
Promote organizational image and mission

BIL: Essential

EDU:	12	AD	AC
	I	P	C

Competency: **Demonstrate positive relations in the workplace # ***

Competency Builders:

Identify personality types
Identify methods of working with various personalities
Identify various management styles
Support organization expectations
Support organization decisions
Accept constructive criticism
Give constructive feedback
Adapt to changes in workplace
List factors to consider before resigning
Write letter of resignation

BIL: Recommended

EDU:	12	AD	AC
	I	R	C

Competency: **Manage stressful situations**

Competency Builders:
Accept stress as part of daily life
Identify personal and professional factors contributing to stress
Describe physical and emotional responses to stress
Evaluate positive and negative effects of stress on productivity
Identify strategies for reducing stress
Identify positive methods to channel stress
Implement strategies to manage stress
Create strategies for developing and maintaining support systems

BIL: Recommended

EDU:	12	AD	AC
	I	R	C

Competency: **Analyze effects of family on work and work on family #**

Competency Builders:
Identify how family values, goals, and priorities are reflected in work place
Identify responsibilities and rewards associated with paid and non-paid work
Identify responsibilities and rewards associated with families
Explain how family responsibilities can conflict with work
Explain how work can conflict with family responsibilities
Explain how work-related stress can affect families
Explain how family-related stress can affect work
Identify family support systems and resources
Identify work-related support systems and resources
Communicate with family regarding work

BIL: Essential

EDU:	12	AD	AC
	I	P	C

Competency: **Apply lifelong learning skills # ***

Competency Builders:
Define lifelong learning
Identify factors that cause need for lifelong learning
Analyze effects of change
Identify reasons why goals change
Describe importance of flexibility and adaptability
Evaluate need for continuing education/training

BIL: Essential

EDU:	12	AD	AC
	I	P	C

Competency: **Manage professional development ***

Competency Builders:
Identify career opportunities
Modify career plan
Participate in continuing education/training opportunities
Document continuing education/training
Read profession-related manuals, technical journals, and periodicals
Attend meetings, workshops, seminars, conferences, and demonstrations
Participate in professional organizations
Build personal/professional mentor relationship
Build personal/professional support system
Build professional network
Strengthen communication skills
Strengthen leadership skills
Strengthen management skills

Unit: Teamwork

BIL: Essential

EDU:	12	AD	AC
	P	R	C

Competency: **Demonstrate knowledge of teamwork # ***

Competency Builders:
Define self-direction
Define responsibility
Define accountability
Differentiate work groups and teams (e.g., internal, external)
Identify conditions essential to teamwork (e.g., problem solving)
Explain influence of culture (e.g., corporate, community) on teamwork
Identify appropriate situations for using teams
Define team structures (e.g., cross functional, quality improvement, task force, quality circles)
Identify team building concepts
Describe characteristics and dynamics of teams
Identify characteristics of effective team leaders and members
Identify responsibilities of team members
Identify methods of involving each member of a team
Explain how individuals from various backgrounds contribute to work-related situations (e.g., technical training, cultural heritage)
Explain the purpose of facilitators
Define consensus
Define reward/recognition system
Define mutual respect
Define equality
Define "group think"
Provide feedback
Receive feedback
Define communication styles
Define management styles
Define social style

BIL: Essential

EDU:	12	AD	AC
	P	R	C

Competency: **Demonstrate teamwork # ***

Competency Builders:

Identify purpose of team and intended goal (include time frames)
Structure team around purpose
Define responsibilities of team members (e.g., talents, skills, abilities)
Contribute to efficiency and success of team
Work toward individual and team milestones
Analyze results of team project
Facilitate a team meeting
Assist team member(s) with problem
Monitor time frame
Stress continuous improvement
Recognize failure as part of learning

BIL: Essential

EDU:	12	AD	AC
	I	P	C,S,M

Competency: **Use teamwork to solve problems # ***

Competency Builders:
Identify appropriate situations for using teams
Identify quality management processes/techniques
Identify quality assurance processes/techniques
Prepare presentation (e.g., business plan & procedure)
Identify problem
Use problem-solving process in a team setting (e.g., Brainstorm, Paredo, Fishbone)
Identify resources
Gather data
Analyze data
Describe solution options
Implement solution options
Review solution
Review case studies

BIL: Essential

EDU:	12	AD	AC
	I	P	C

Competency: **Conduct team meetings ***

Competency Builders:
Plan agenda
Set ground rules
Schedule meeting and location
Set time limitations
Invite appropriate personnel
Set next team meeting
Solicit outside speakers as needed
Select scribe
Select meeting leader
Facilitate ground rules
Select facilitator
Invite questions and comments and group participation
Focus team on agenda items
Assign appropriate action, budget, time frame and accountability to tasks
Monitor time
Overcome team impasse
Close meeting on time
Publish minutes in timely manner
Avoid placing individual agendas above the group's agenda

Unit: Professional Practices

BIL: Essential

EDU:	12	AD	AC
	P	R	C

Competency: **Explain professional responsibilities ***

Competency Builders:

Explain the need for professional and ethical standards
Explain responsibility of the individual to apply ethical standards
Identify responsibility to client(s) and employer(s)
Explain consequences of unprofessional and/or unethical behavior
Explain importance of conflict resolution in the workplace

BIL: Essential

EDU:	12	AD	AC
	I	P	C

Competency: **Identify legal and ethical behavior**

Competency Builders:

Differentiate between legal and ethical behavior

Explain terms, principles, and characteristics of legal and ethical behavior (e.g., loyalty, discretion, solicitation, competitor, supplier)

Explain legal ramifications of breaching rules and regulations

Explain effects of unethical and/or unlawful behavior

Practice within scope of the profession

BIL: Essential

EDU:	12	AD	AC
	I	P	C

Competency: **Function as a self-managed employee**

Competency Builders:
Propose project (C)
Organize tasks
Manage time
Meet deadlines
Maintain business records (C)
Make long-term and short-term plans
Evaluate progress
Report progress (C)
Delegate project
Acquire appropriate licenses/registrations
Obtain permits and releases

BIL: Essential

EDU:	12	AD	AC
	I	P	C

Competency: **Follow intellectual property rights and copyright laws**

Competency Builders:
Explain purpose of patent
Explain purpose of copyright
Explain purpose of licenses
Explain purpose of trademarks
Explain rights of the originator
Explain rights of the public
Define confidentiality
Define proprietary
Explain legal ownership of proprietary material
Describe stock image/text usage rights
Explain negotiation of contracts
Explain reproduction licensing and residual usage

Unit: Workplace Safety

BIL: Essential

EDU:	12	AD	AC
	P	R	C,S

Competency: **Maintain safe working environment**

Competency Builders:

Describe what an MSDS sheet is
Comply with HMIS material safety data sheets (MSDS) and OSHA regulations
Comply with all MSDS regulations regarding hazardous materials
Maintain clean work area by removing waste, keeping alleyways clear, cleaning tools, and preventing spills
Minimize workplace causes of environmental burdening, pollutants, and poisoning
Describe pollution solution limits imposed by permits and regulations
Comply with regulatory guidelines in handling, labeling, and disposal of solutions (e.g., fountain chemicals, inks, wash-up solutions, drum grounding)
Identify visual equipment controls (e.g., monitors, read outs)
Identify auditory equipment controls
Comply with workplace safety rules and procedures
Comply with personal safety rules and procedures
Comply with applicable electrical, mechanical, hydraulic and pneumatic safety rules and procedures
Recycle appropriate materials
Use preventive maintenance checklists
Identify location of control panels, shut-off valves, and fire extinguishers

BIL: Recommended

EDU:	12	AD	AC
	I	R	S

Competency: **Demonstrate knowledge of ergonomics**

Competency Builders:

Define ergonomics
Define risk factor
Define maximum permissible limit (MPL) and action limit (AL) for lifting
Define cumulative trauma disorder (CTD)
Identify susceptibility factors for CTD
Minimize extreme joint movement
Minimize use of excessive muscle/physical force
Minimize repetitive tasks
Minimize mechanical stresses (e.g., sharp edges, heat, cold, hard surfaces, weights, vibration)
Minimize awkward body positions
Explain use of rest pauses
Explain need for mats and footrest for standing jobs
Explain need for appropriate working heights of chairs, stools, workbenches, equipment
Explain need for adequate lighting
Explain use of anthropocentric design (e.g., centering one's view of everything around man)

Unit: Project Management

BIL: Essential

EDU:	12	AD	AC
	I	P	C

Competency: **Explain project management ***

Competency Builders:

Identify project purpose/goal
Identify project objectives
Identify work breakdown structure (WBS)
Identify resource requirements
Identify project economics/funding
Identify risks

BIL: Recommended

EDU:	12	AD	AC
	I	R	M

Competency: **Plan projects ***

Competency Builders:
Apply responsibility assignment matrix (RAM)
Apply Gantt or bar charts
Apply network diagrams
Apply critical path method (CPM)
Apply project education and review techniques (PERT)
Apply software programs

BIL: Essential

EDU:	12	AD	AC
	I	P	C,M,S

Competency: **Implement projects ***

Competency Builders:
Monitor project
Control project
Modify project

BIL: Essential

EDU:	12	AD	AC
	I	P	C,M,S

Competency: **Evaluate projects ***

Competency Builders:
Analyze performance
Perform critical review of project
Draw project management conclusions

BIL: Recommended

EDU:	12	AD	AC
	I	P	C

Competency: **Write project summary ***

Competency Builders:
List project goals
Document project's key successes
Document project's key failures
Analyze costs vs. accomplishments

Unit: Problem Analysis

BIL: Essential

EDU:	12	AD	AC
	P	R	M,C,S

Competency: **Appraise situations #**

Competency Builders:
Identify concerns
Set priorities
Identify resolution process
Plan resolution

BIL: Recommended

EDU:	12	AD	AC
	I	P	M,C,S

Competency: **Analyze problems #**

Competency Builders:
Identify potential problems
Identify likely causes
Test for probable causes
Verify cause
Identify preventive actions
Identify contingent actions

BIL: Recommended

EDU:	12	AD	AC
	I	P	M,C,S

Competency: **Analyze decisions #**

Competency Builders:
Identify objective(s)
Identify alternatives
Evaluate alternatives
Assess risks
Make final choice
Determine effectiveness of decision
Document results

Unit: General Administrative Functions

BIL: Essential

EDU:	12	AD	AC
	P	R	M,C,S

Competency: **Maintain work flow #**

Competency Builders:
Organize work
Prioritize work
Apply time-management techniques
Complete assigned tasks in a timely manner
Coordinate with team members

BIL: Recommended

EDU:	12	AD	AC
	P	R	C

Competency: **Perform telecommunications operations #**

Competency Builders:
Display telephone etiquette
Operate equipment
Listen assertively
Verify information
Record messages
Place calls
Organize teleconferences
Use voice mail/messaging systems
Operate fax/modem machine
Use e-mail systems
Use Internet communications services
Use videoconference facilities

BIL: Recommended

EDU:	12	AD	AC
	P	R	C,M

Competency: **Perform scheduling functions #**

Competency Builders:

Create calendar/schedule

Maintain and use appointment calendars with accurate addresses and phone numbers

Process requests for appointments

Verify appointments

BIL: Essential

EDU:	12	AD	AC
	I	P	C

Competency: **Manage records #**

Competency Builders:
Implement filing system
Implement retention system
Perform electronic filing operations
Maintain inventory records
Retrieve files

Unit: Economic and Business Principles

BIL: Essential

EDU:	12	AD	AC
	I	P	M,C

Competency: **Describe basic economic concepts # ***

Competency Builders:

Identify importance of economic resources
Explain concept of economic resources
Explain importance of economic resources
Explain concept of economic goods and services
Differentiate between economic goods and services
Differentiate between needs and wants
Explain concept of supply and demand
Explain concept of price
Explain how supply, demand, and price are related
Explain concept of private enterprise and business ownership
Explain concept of profit
Explain concept of risk
Explain concept of competition
Explain relationship among risk, competition, and profit
Describe global economic and world markets
Describe economic cycles (e.g., unemployment, recession, inflation, budget deficits)
Describe economic arena's effect on business (e.g., financial, competitor indicators, industry)

BIL: Essential

EDU:	12	AD	AC
	I	P	C

Competency: Describe economic systems # *

Competency Builders:
Describe free enterprise system
Describe relationship between government and business
Describe relationship between labor and management
Compare types of economic systems

BIL: Essential

EDU:	12	AD	AC
	I	P	M

Competency: Understand income statement data # *

Competency Builders:

Identify revenue
Identify overhead expenses
Identify fixed expenses
Identify direct labor
Identify indirect labor
Identify direct and indirect materials
Identify general and administrative expenses
Identify selling expenses
Identify net income

BIL: Essential

EDU:	12	AD	AC
	I	P	M

Competency: **Understand income statement data # ***

Competency Builders:
Identify revenue
Identify overhead expenses
Identify fixed expenses
Identify direct labor
Identify indirect labor
Identify direct and indirect materials
Identify general and administrative expenses
Identify selling expenses
Identify net income

BIL: Recommended

EDU:	12	AD	AC
	I	P	M

Competency: **Explain equipment depreciation ***

Competency Builders:
Explain straight line
Explain sum of year's digits
Explain declining balance
Explain IRS strategies

BIL: Essential

EDU:	12	AD	AC
	I	P	M

Competency: **Identify cost and profit influences ***

Competency Builders:
Explain importance of loss prevention
Explain importance of maximizing quality
Explain importance of maximizing productivity
Differentiate between specialized training and cross training
Explain labor, management, and government influences on cost/profit
Explain cost/profit influences of retraining
Define impact of seasonal business cycles

BIL: Recommended

EDU:	12	AD	AC
	I	P	M

Competency: **Describe economic indicators and trends # A ***

Competency Builders:
Define gross national product and gross domestic product
Define national debt
Define impact of interest rates
Define impact of government spending
Define impact of seasonal business cycles
Define impact of inflation, growth, recession, and unemployment
Define impact of national and world events
Define impact of the growth of international trade

BIL: Recommended

EDU:	12	AD	AC
	I	R	M

Competency: **Explain international trade ***

Competency Builders:
Describe nature and importance of international trade
Explain marketing in international trade
Explain balance of trade concepts
Describe impact of foreign investment
Describe the influence of national debt
Describe the effect of currency exchange rates on international trade

BIL: Essential

EDU:	12	AD	AC
	I	P	C,M

Competency: **Explain basic business concepts ***

Competency Builders:
Identify functions of business
Explain role of management
Explain role of labor
Explain concept of service as a product
Explain role of administration
Explain role of operations
Identify role of company objectives
Identify importance of ethical business practices
Identify types of ownership
Identify components of a business plan
Calculate break even and payback
Explain role of depreciation in business decisions
Explain role of capital gains
Describe business reporting and information flow
Map interface of departmental functions
Describe business communication channels (e.g., formal, informal)
Explain basic total quality management (TQM/ISO) principles
Explain the effects of bankruptcy

BIL: Essential

EDU:	12	AD	AC
	I	P	C

Competency: **Explain legal concepts ***

Competency Builders:
Define legal terminology
Explain business law concepts
Identify contracts and/or legal documents
Explain relationship of laws and regulations to company contracts, policies, and procedures
Identify laws relating to working conditions, wages and hours, civil rights, social security, disability, unemployment insurance, and exempt vs. nonexempt

BIL: Essential

EDU:	12	AD	AC
	I	P	C,M

Competency: **Explain role of marketing # ***

Competency Builders:
Identify aspects of sound business image
Explain purposes of marketing
Describe functions of marketing
Describe effects of marketing
Identify target markets
Define sales potential
Explain pricing strategies
Differentiate among advertising campaigns
Explain functions of advertising agencies
Describe sales incentive programs
Differentiate among types of marketing strategies (e.g., phone, mail, person)

Unit: Basic Computer Concepts and Applications

BIL: Essential

EDU:	12	AD	AC
	P	R	C,S

Competency: **Describe personal computer operations # ***

Competency Builders:

Explain how data is stored in main computer memory
Explain how computer system executes program instruction
Explain computer storage capacity
Explain how data is represented
Describe data storage devices
Identify types of memory
Describe back-up and archival disciplines

BIL: Essential

EDU:	12	AD	AC
	P	R	C

Competency: **Explain information processing cycle ***

Competency Builders:

Describe computer languages and their use (e.g., machine, postscript, proprietary, graphic description)
Describe difference between data files and program files
Explain PC/Mac layout
Explain PC/Mac network layout
Explain mini/mainframe network layout
Differentiate among hardware, software, and firmware
Differentiate between open from proprietary architecture
Explain upload/download

BIL: Recommended

EDU:	12	AD	AC
	I	P	C

Competency: **Explain operating systems # ***

Competency Builders:

Identify operating systems and their attributes (e.g., DOS, Unix, Macintosh, Windows)
Describe compatibility issues
Identify cross-platform file conversion tools
Describe how commands handle tasks in operating systems
Describe various input/output systems
Describe the purpose of operating system utilities
Differentiate between a compiler and an interpreter

BIL: Essential

EDU:	12	AD	AC
	P	R	C

Competency: **Demonstrate basic computer literacy # ***

Competency Builders:
Create directories/folders and sub-directories
Format disks
Manipulate files (e.g., copy, rename, delete)
Keyboard proficiently by touch

BIL: Essential

EDU:	12	AD	AC
	P	R	C

Competency: **Operate computer hardware # ***

Competency Builders:

Practice proper media handling techniques (e.g., magnetic fields, dust, liquids)
Identify hardware and its use
Use hardware (e.g., printers, modems, touch screen, digitizers, plotters, graphic tablets, scanners, film recorders, video, laser image setters)
Demonstrate basic care of hardware
Explain need for and application of security levels/procedures
Perform basic hardware troubleshooting
Explain hardware addressing techniques
Maintain usage and maintenance logs

BIL: Essential

EDU:	12	AD	AC
	P	R	C

Competency: **Explain operation of peripheral devices # ***

Competency Builders:

Identify peripherals and operating requirements of each
Identify primary devices used for personal computer auxiliary storage
Describe how data is stored on diskettes and hard drives
List speed and storage capacities of computer auxiliary storage devices
Describe attributes of diskettes and hard disks regarding speed and storage capacity
List types of disk storage used with large computer systems
Define role of tape storage in relation to personal and large computers
Describe security issues related to peripheral devices
Explain purpose of input devices (e.g., keyboard, mouse, scanners, pens, bar code readers, credit/debit/smart cards, voice, video, gloves)
Describe operation of output devices (e.g., voice, speaker output devices, printers, plotters, printer sharing units, SCSI interface, video display)
Describe operation of multimedia (e.g., video, audiosound)
Describe operation of storage devices (e.g., tape, disk, CD-ROM)

BIL: Essential

EDU:	12	AD	AC
	P	R	

Competency: **Operate peripheral devices # ***

Competency Builders:

Use appropriate reference materials
Load media devices
Start media devices
Unload media devices
Import, edit, and export video and audio
Set up print devices
Operate scanner devices
Operate print devices
Maintain print devices
Monitor peripheral equipment operations
Perform routine maintenance on peripheral devices
List appropriate control procedures
Transmit via modem
Receive via modem
Search a CD-ROM library
Print information from a CD-ROM library
Describe device driver

BIL: Essential

EDU:	12	AD	AC
	I	P	

Competency: **Store media # ***

Competency Builders:
Identify need for data library
Retrieve stored media (e.g., on-line, off-line, permanent, off-site)
File stored media (e.g., on-line, off-line, permanent, off-site)
Initialize media
Catalog media

BIL: Essential

EDU:	12	AD	AC
	P	R	C

Competency: **Explain software applications # ***

Competency Builders:

Define software types and functions
Describe need for application software
Describe different types of software applications
Explain advantages and disadvantages of integrated and dedicated software
Differentiate features between like applications
List software sources
Explain software copyright laws
Explain data compression techniques
Explain use of passwords/security
Explain desktop productivity tools

BIL: Essential

EDU:	12	AD	AC
	P	R	C

Competency: **Use word processing packages # ***

Competency Builders:
Define word processing terminology
Explain functions of word processing software
Explain word processing applications
Use appropriate reference materials including on-line help
Keyboard efficiently by touch
Use mouse
Initialize diskette
Prepare backup file
Maintain backup file
Update spelling dictionary and spell check
Perform document functions (e.g., locate, rename, delete, save, retrieve, copy)
Perform formatting functions (e.g., center, underline, bold, cut and paste)
Perform redlining functions
Use edit features
Use sort features
Add page numbers to document
Add headers and footers
Print files, pages, screens and blocks of text
Verify accuracy of output
Create a document
Save a document to disk
Retrieve a document from disk
Edit an existing document
Describe word-wrap
Print a document
Store boilerplate material (e.g., templates, stationary files)

Compose documents at keyboard
Tabulate multiple columns
Prepare new documents from existing ones
Merge selected copy with new information
Prepare various types of table options
Format text
Integrate database, spreadsheet and graphic files
Convert documents from one system/version to another
Demonstrate use of computer thesaurus
Use multimedia techniques/resources
Perform merge functions

BIL: Essential

EDU:	12	AD	AC
	P	R	M,S

Competency: **Use spreadsheet packages # ***

Competency Builders:

Define spreadsheet
Explain basic spreadsheet terminology
Define components of spreadsheets
Describe implementation of spreadsheet operations in business scope
Use mouse
Use spell check
Execute an electronic spreadsheet
Enter data, formulas, and functions
Differentiate between labels and numbers
Speculate using "what if . . ." questions
Sequence keystrokes in the creation of a macro
Create database within spreadsheet
Perform data query functions
Move around in spreadsheet and correct errors
Create links to other files
Format spreadsheet
Create graphs
Print graphs
Save previously saved files
Load previously saved files
Replicate cells using copy commands
Use electronic spreadsheet to complete business application
Use spreadsheet to plan financial strategies
Prepare spreadsheet
Use multimedia techniques/resources

BIL: Essential

EDU:	12	AD	AC
	P	R	M,C

Competency: **Use databases # ***

Competency Builders:

Define database
Explain terms used in database systems
Describe common functions of database systems
Use database to design, create, input, edit, and display fields and records
Analyze structure of database files
Perform calculations with a database file
Alter structure of database file
Sort records based on multiple fields
Identify advanced database technology
Use appropriate reference materials
Utilize relational database
Enter elements into database
Proofread database
Explain database
Design report formats
Import/export data from alternate file formats
Transfer data to and from remote database
Link data to and from remote database
Print reports using data from multiple databases
Use database files with other application software
Verify accuracy of output (e.g., edit reports)
Query databases

BIL: Essential

EDU:	12	AD	AC
	I	P	

Competency: **Use graphic user interface (GUI) techniques # ***

Competency Builders:
Describe a variety of computer interfaces
Explain multi-tasking environment
Use general navigational skills
Use cut and paste functions

BIL: Essential

EDU:	12	AD	AC
	I	P	

Competency: **Manage software packages # ***

Competency Builders:
Install software packages
Upgrade software packages
Document installation and upgrade of software packages
Apply security levels/procedures to sensitive data
Manage software preferences
Manage software conflicts
Identify system requirements
Identify licensing issues

BIL: Essential

EDU:	12	AD	AC
	I	P	

Competency: **Maintain computer security requirements # ***

Competency Builders:

Apply business ethics
Follow security rules, regulations, and codes
Implement security procedures
Document security procedures
Perform security audits

BIL: Essential

EDU:	12	AD	AC
	I	P	

Competency: **Maintain personal computer systems # ***

Competency Builders:

Monitor system status and performance
Run diagnostics, utilities, and anti-virus
Report computer system malfunction(s)
Report software malfunction(s)
Identify corrupted files and recovery procedures
Maintain security
Maintain hardware/software inventory
Perform backup procedure(s)
Perform preventive maintenance
Demonstrate file management techniques
Follow log-off and power-down procedure(s)
Follow equipment maintenance procedures
Follow quality control procedures

BILL: Essential

EDU:	12	AD	AC
	I	P	C

Competency: **Demonstrate basic knowledge of networks # ***

Competency Builders:

Explain communications standards
Describe network structures
Explain network types and protocols
Explain network connectivity
Explain the function of servers in a graphic network
Describe various network operating systems
Explain the difference between network software and individual use software
Use a network to access, file, and store files

BIL: Essential

EDU:	12	AD	AC
	P	R	C

Competency: **Use a shared environment # ***

Competency Builders:

List purposes of a network environment
Define electronic mail
Identify advantages and disadvantages of electronic mail
Describe impact of local and wide area networks on mail delivery
Compose electronic messages
Send electronic messages using appropriate format
List categories of electronic mail service
Transmit document using electronic mail system
Use collaboration tools
Monitor electronic mail
Use networked environments
Search database for properties of materials
Conduct literature searches using a variety of on-line tools
Explain access, security, transmission and retrieval

BIL: Essential

EDU:	12	AD	AC
	I	P	C

Competency: **Demonstrate knowledge of the Internet/Intranet ***

Competency Builders:
Define the Internet/Intranet
Explain how the Internet/Intranet works
Explain Internet/Intranet capabilities and limitations
Explain how to connect to the Internet/Intranet via modem, ISDN, etc.
Install Internet/Intranet software
Navigate the World Wide Web
Identify services and tools offered on the Internet/Intranet
Explain bookmarks
Describe security issues
Describe ethical use of the Internet/Intranet

BIL: Essential

EDU:	12	AD	AC
	P	R	C

Competency: **Use the Internet/Intranet***

Competency Builders:
Define how the Internet can be used for research
Use services and tools offered on the Internet for research
Identify search engines
Use search engines
Evaluate Internet resources and accuracy of information
Access library catalogs on the Internet
Access commercial and government resources
Download files
Use other Internet/Intranet tools and services

Unit: Technical Documentation

BIL: Essential

EDU:	12	AD	AC
	I	P	

Competency: **Demonstrate proficiency in technical documentation** *

Competency Builders:
Determine audience
Identify parameters
Observe progress
Ask questions
Interpret specifications or drawings for target audience
Record process (e.g., flowchart, step-by-step)
Record data
Maintain test logs
Compile cumulative reference/record
Measure appropriate parameters
Verify accuracy and validity
Draft procedures
Maintain appropriate logs
Track expenses involved

BIL: Essential

EDU:	12	AD	AC
	P	R	M, S, C

Competency: **Demonstrate proficiency in technical reporting ***

Competency Builders:
Determine audience
Use data books and cross reference/technical manuals
Identify type of report needed
Compile relevant data
Design applicable charts and graphs
Analyze data
Draw conclusions
Outline reports
Write reports
Present reports

Unit: Customer Relations

BIL: Essential

EDU:	12	AD	AC
	I	P	C

Competency: **Demonstrate positive relations with customers/clients**

Competency Builders:

Identify importance of ("customers/clients") to business
Demonstrate prompt and courteous service
Assess customer inquiries
Resolve customer inquiries and complaints and/or refer customer/client to
 appropriate person ("promptly")
Identify methods of addressing dissatisfied customers/clients
Develop customer/client background file for reference

BIL: Essential

EDU:	12	AD	AC
	P	R	C

Competency: **Perform scheduling functions to meet customers needs**

Competency Builders:
Create calendar/schedule
Maintain appointment calendars
Process requests for appointments
Verify appointments
Notify customer of changes in schedule
Identify scheduling conflicts
Document results

Unit: General Office Functions

BIL: Essential

EDU:	12	AD	AC
	P	R	

Competency: **Maintain work flow**

Competency Builders:
Organize and prioritize work
Apply time-management techniques
Complete assigned tasks accurately in a timely manner
Coordinate with team members as needed

BIL: Essential

EDU:	12	AD	AC
	I	P	M

Competency: **Maintain office supplies**

Competency Builders:

Prepare vendor and product comparison for purchasing supplies
Process appropriate paper work (e.g., purchase order, purchase requisition)
Order supplies
Store and secure supplies
Distribute supplies
Develop inventory control system
Develop vendor list with phone number and order information

BIL: Essential

EDU:	12	AD	AC
	P	R	C

Competency: **Assist visitors**

Competency Builders:
Greet visitors
Screen visitors
Maintain visitor log
Make appropriate introductions
Portray professional image
Identify emergency and facility exits, restrooms, etc.

BIL: Essential

EDU:	12	AD	AC
	P	R	C

Competency: **Perform scheduling functions**

Competency Builders:
Create calendar/schedule
Maintain appointment calendars with accurate addresses and telephone numbers
Process requests for appointments
Verify appointments
Schedule necessary room and equipment
Maintain duplicate appointment calendars

BIL: Essential

EDU:	12	AD	AC
	P	R	

Competency: **Maintain filing system #**

Competency Builders:
Justify keeping records
Describe current types of filing systems available (e.g., electronic options)
Identify types of records needed
Develop proper techniques/procedures for maintaining records
Use appropriate reference materials
Describe procedure for initial inventory of records
Organize and index files
File information/materials
Retrieve information/materials
Archive or destroy files
Secure files for legality and confidentiality
Determine and follow retention schedule
Create new files
Update files

BIL: Essential

EDU:	12	AD	AC
	I	P	C

Competency: **Coordinate meeting arrangements**

Competency Builders:
Make arrangements with meeting planners
Develop agenda
Assemble relevant information
Notify participants
Confirm arrangements
Conduct follow-up activities (e.g., thank you, minutes, results, actions)

BIL: Recommended

EDU:	12	AD	AC
	I	R	C

Competency: **Generate minutes**

Competency Builders:
Record appropriate notes
Gather materials
Prepare minutes
Distribute minutes
File minutes

BIL: Essential

EDU:	12	AD	AC
	P	R	

Competency: **Perform copying functions #**

Competency Builders:
Operate equipment
Collate documents
Identify copying methods
Determine best copying method for task
Identify characteristics of paper stock
Keep appropriate records
Determine appropriate copyright applications
Perform basic maintenance procedures (e.g., changing paper, eliminating paper jams)

BIL: Essential

EDU:	12	AD	AC
	P	R	

Competency: **Perform mail functions**

Competency Builders:
Identify various mail and delivery services
Process and distribute incoming mail
Operate equipment
Process outgoing mail

BIL: Essential

EDU:	12	AD	AC
	I	P	C, M

Competency: **Coordinate travel plans #**

Competency Builders:
Check travel resources
Identify traveler's preferences
Arrange necessary transportation and lodging
Obtain passports and/or visas
Confirm arrangements
Prepare itineraries
Distribute itineraries
Develop traveler's preference profile (e.g., file of frequent traveler's preferences)
Make arrangements for international travel

Unit: General Accounting Functions

BIL: Essential

EDU:	12	AD	AC
	P	R	M

Competency: **Apply arithmetical skills to accounting**

Competency Builders:

Compute discounts for various terms (e.g., cash, trade)
Compute extension, sales tax, and totals of sales slips
Compute markups and markdowns
Calculate rates of trade and cash discounts
Calculate unit prices given quantity prices
Calculate costs of portions of units
Solve problems involving fractions, decimals, and percentages
Solve commission problems
Solve finance-charge problems
Solve annual percentage rate problems

BIL: Essential

EDU:	12	AD	AC
	I	P	M

Competency: **Apply accounting principles**

Competency Builders:
Define accounting terminology
Define journals and ledgers
Identify basic accounting principles and applications
Identify computer accounting applications
Identify financial control procedures
Explain increases and decreases in accounts
Explain periodic reporting procedures
Prepare income statement
Prepare balance sheet columns
Prepare cash flow statement
Prepare change in equity statement
Interpret balance sheets
Interpret income statements

BIL: Essential

EDU:	12	AD	AC
	I	P	M

Competency: **Perform manual accounting functions**

Competency Builders:
Explain use of record keeping in relation to business and economic applications
Analyze transactions
Use "T" accounts to label increases, decreases, and balances
Record transactions
Monitor expense accounts
Prepare budgets
Process purchases
Prepare comparative (actual vs. budget) income statement

BIL: Essential

EDU:	12	AD	AC
	P	R	M

Competency: **Perform automated accounting functions**

Competency Builders:
Key data on numeric keyboard
Import or download data from computer records
Retrieve data from various media

BIL: Essential

EDU:	12	AD	AC
	I	P	M

Competency: **Perform payroll functions**

Competency Builders:

Use appropriate reference materials and online help
Collect payroll data
Process payroll
Comply with company policies and procedures
Comply with government and legal requirements
Maintain records and forms
Print and distribute payroll according to company policy

BIL: Essential

EDU:	12	AD	AC
	P	R	M

Competency: **Perform banking functions**

Competency Builders:
Use appropriate reference materials
Prepare checks, deposit slips, and withdrawal slips
Maintain checkbook
Balance checkbook
Maintain petty cash
Explain automated banking transactions
Prepare banking records
Maintain banking records
Explain importance of maintaining banking records
Reconcile bank accounts
Prepare bank reconciliation

BIL: Recommended

EDU:	12	AD	AC
	I	R	M

Competency: **Process cost accounting information**

Competency Builders:
Define cost accounting, direct materials, direct labor and overhead
Define cost allocation methods
Identify source documents
Compute direct materials by job or process
Compute overhead rates to apply to jobs or processes
Compute cost of goods produced
Journalize cost of goods produced and sold entries
Post cost of goods produced and sold entries
Compute cost of inventories
Prepare cost production reports
Prepare related records of job or process costs

BIL: Essential

EDU:	12	AD	AC
	P	R	M

Competency: **Process end-of-fiscal-period information**

Competency Builders:
Prepare worksheet
Prepare trial balance
Foot ledger accounts and compute balances
Prove equality of debits and credits
Locate errors
Record adjustments
Make appropriate extensions
Journalize basic adjusting, closing, and reversing entries
Post basic adjusting, closing, and reversing entries
Prepare basic income statement
Prepare basic balance sheet
Prepare basic cash flow statement
Prepare changes in equity statement

BIL: Essential

EDU:	12	AD	AC
	P	R	M

Competency: **Use microcomputers in accounting**

Competency Builders:

Use integrated software package for simulation of accounting cycle
Set up chart of accounts for general ledger
Set up accounts payable and accounts receivable ledgers
Add accounts to general and subsidiary ledgers
Delete accounts to general and subsidiary ledgers
Input account balances
Enter journal transactions
Process journal transactions
Prepare trial balance
Verify data and correct errors
Generate reports

Unit: Specialized Accounting Functions

BIL: Essential

EDU:	12	AD	AC
	I	P	M

Competency: **Process purchase orders # ***

Competency Builders:
Identify source documents
Verify purchase requisitions
Prepare purchase orders and related documents/records
Prepare receiving reports
Interpret purchase orders

BIL: Essential

EDU:	12	AD	AC
	P	R	M

Competency: **Process purchase invoices # ***

Competency Builders:

Verify invoices against purchase orders and receiving reports
Check invoice calculations
Journalize purchase invoice entries
Post purchase invoice entries

BIL: Essential

EDU:	12	AD	AC
	P	R	M

Competency: **Process purchase returns and allowances # ***

Competency Builders:
Verify return of goods
Issue debit memoranda
Journalize purchase returns and allowance entries
Post purchase return and allowance entries
Adjust secondary records

BIL: Essential

EDU:	12	AD	AC
	P	R	M

Competency: **Process accounts payable # ***

Competency Builders:
Identify source documents
Journalize payable entries
Post payable entries
Maintain subsidiary records
Reconcile subsidiary records to accounts payable
Prepare schedule of accounts payable

BIL: Essential

EDU:	12	AD	AC
	P	R	M

Competency: **Process purchase payables and payments # ***

Competency Builders:
Verify invoices, vouchers, and/or interoffice memorandums for payment
Calculate purchase discounts
Prepare checks or electronic transfers
Mark source documents paid
Journalize payment entries
Post payment entries
Adjust subsidiary records

BIL: Essential

EDU:	12	AD	AC
	I	P	M

Competency: **Process notes, interest payable, and receivable # ***

Competency Builders:
Identify source documents
Identify appropriate entries for notes payable
Compute payment of notes payable and interest
Record payment of notes payable and interest
Apply present value concepts
Journalize note payables entries
Post note payables entries

BIL: Essential

EDU:	12	AD	AC
	P	R	M

Competency: **Process invoices and receivables # ***

Competency Builders:
Define financial control procedures
Identify source documents
Verify sales invoices
Journalize sales invoice entries
Post sales invoice entries
Maintain subsidiary records

BIL: Essential

EDU:	12	AD	AC
	P	R	M

Competency: **Process sales returns and allowances # ***

Competency Builders:
Verify sales returns and allowances
Prepare credit memorandums
Journalize sales returns and allowance entries
Post sales return and allowance entries
Adjust subsidiary records

BIL: Essential

EDU:	12	AD	AC
	I	P	M

Competency: **Process uncollectible accounts # ***

Competency Builders:
Prepare schedule of aged accounts receivable
Apply company policies and procedures to determine uncollectibles
Prepare related documents
Journalize uncollectible account entries
Post uncollectible account entries
Adjust subsidiary records

BIL: Essential

EDU:	12	AD	AC
	P	R	M

Competency: **Process collections # ***

Competency Builders:
Determine due dates for various discount terms
Compare receipts with amount due
Verify checks, money orders, credit card receipts, and cash
Prepare cash proofs
Prepare deposits
Verify sales discounts
Prepare related documents
Journalize receipt entries
Post receipt entries
Adjust subsidiary records

BIL: Essential

EDU:	12	AD	AC
	I	P	M

Competency: **Process notes and interest receivables # ***

Competency Builders:

Identify source documents
Identify appropriate entries for notes receivable
Compute and record principal and interest of notes receivable entries
Journalize notes receivable entries
Post notes receivable entries

BIL: Essential

EDU:	12	AD	AC
	P	R	M

Competency: **Perform checking account functions # ***

Competency Builders:
Issue checks
Keep check records
Journalize entries
Post entries
Reconcile bank statement
File checks and deposit slips

BIL: Essential

EDU:	12	AD	AC
	I	P	M

Competency: **Maintain petty cash fund #**

Competency Builders:
Set up petty cash fund
Pay petty cash vouchers
Reconcile petty cash fund
Replenish petty cash fund
Journalize petty cash transaction entries
Post petty cash transaction entries

BIL: Essential

EDU:	12	AD	AC
	P	R	M

Competency: **Process payroll # ***

Competency Builders:
Calculate regular and overtime hours
Compute gross earnings
Compute deductions
Compute net pay
Prepare voucher checks
Prepare payroll checks
Journalize payroll entries
Post payroll and deduction entries

BIL: Essential

EDU:	12	AD	AC
	I	P	M

Competency: **Process employer payroll taxes # ***

Competency Builders:

Apply payroll laws and regulations
Prepare required tax deposits/payments
Prepare payroll tax returns as required
Prepare employee tax forms and reports as required
Journalize employer's payroll tax entries
Post employer's payroll tax entries
Post recorded liability for payroll tax entries
Post withholding and payroll taxes
Describe magnetic media reports (e.g., W-2's, bonds, Medicare)

BIL: Essential

EDU:	12	AD	AC
	I	P	M

Competency: **Process accruals and deferrals #A***

Competency Builders:
Define accruals and deferrals
Calculate amounts to be accrued and deferred
Journalize accrued and deferred liability and revenue entries
Post accrued and deferred liability and revenue entries
Journalize reversing entries as required
Post reversing entries

BIL: Essential

EDU:	12	AD	AC
	I	P	M

Competency: **Provide financial statements for internal use #A***

Competency Builders:
Prepare balance sheet
Prepare income statement
Prepare cash-flow analysis
Prepare break-even analysis
Prepare budgets
Prepare comparative financial statement
Prepare cost and revenue analysis
Interpret financial statements
Prepare cash-flow statement
Explain cash-flow analysis statements

BIL: Essential

EDU:	12	AD	AC
	I	P	M

Competency: **Update value of plant and equipment assets #A**

Competency Builders:

Differentiate between revenue and capital expenditures
Define depreciation methods
Calculate depreciation
Journalize plant and equipment asset entries
Post plant and equipment asset entries
Journalize depreciation entries
Post depreciation entries
Record disposition of plant assets by selling, discarding, and trading
Post disposal of plant and equipment asset entries

BIL: Recommended

EDU:	12	AD	AC
		I	M

Competency: **Process cost accounting information #A***

Competency Builders:
Compute direct materials by job or process
Compute direct labor by job or process
Compute overhead rates to apply to jobs or process (e.g., % of labor)
Prepare cost production reports
Prepare related records of job or process costs
Define transfer pricing (e.g., interplant transfers)
Compute inventory balance of inventory turns
Prepare variance analysis (e.g., purchase price variance, materials price variance)

Unit: Financial Management Functions

BIL: Essential

EDU:	12	AD	AC
	I	P	M

Competency: **Apply accounting principles**

Competency Builders:

Define accounting terminology
Define journals and ledgers
Identify basic accounting principles and applications
Identify computer accounting applications
Identify financial control procedures
Explain increases and decreases in accounts
Explain periodic reporting procedures
Prepare income statement
Prepare balance sheet columns
Prepare cash flow statement
Prepare change in equity statement
Interpret balance sheets
Interpret income statements

BIL: Essential

EDU:	12	AD	AC
	I	P	M

Competency: **Provide financial statements to make personal decisions**

Competency Builders:
Prepare balance sheet
Prepare income statement
Prepare cash-flow analysis
Prepare break-even analysis
Prepare budgets
Prepare comparative financial statements
Prepare cost and revenue analysis
Interpret financial statements
Prepare cash-flow analysis statements
Interpret cash-flow analysis statements

BIL: Essential

EDU:	12	AD	AC
		P	

Competency: **Analyze cultural demographics of major world regions**

Competency Builders:

Compare the major cultural groups of the United States and another country
Compare the major cultural groups of two other countries
Compare cultural groups within a country
Identify major cultural groups of East Asia
Identify major cultural groups of the Asian Sub-continent
Identify major cultural groups of the Middle East
Identify major cultural groups of Sub-Saharan Africa
Identify cultural groups of Eastern Europe
Identify cultural groups of Western Europe
Identify major cultural groups of Latin America

BIL: Essential

EDU:	12	AD	AC
		P	C

Competency: **Analyze the impact of cultural environment on business**

Competency Builders:
Identify social and cultural sectors that affect the conduct of business
Compare and contrast business practices in different cultures
Illustrate how culture influences business operations
Identify United States cultural attitudes and practices that could inhibit successful business operations in another country
Analyze necessary modifications to American business practices for success in the global marketplace
Describe the steps to receive business visitors from specific countries
Describe negotiation tactics and decision-making processes of various cultures
Identify types of business relationships in various cultures
Compare business entertainment among people in various parts of the world

BIL: Essential

EDU:	12	AD	AC
		P	C

Competency: **Describe customs that impact international business**

Competency Builders:
Identify cultural differences in food, dress, and social behaviors
Compare the use of calendars in different societies
Identify major holidays of various cultures and how they are celebrated
Assess the importance of gift giving in various cultures

BIL: Essential

EDU:	12	AD	AC
		P	

Competency: **Demonstrate knowledge of estates, trusts, and wills**

Competency Builders:

Explain information needed to administer an estate

Identify legal procedures of Testamentary Letters and Letters of Administration through probate

Demonstrate other legal procedures pertinent to estates

Explain court documents commonly filed in connection with estate administration

Identify tax returns for an estate

Explain differences and types of wills and trusts

Explain the differences between testate and intestate

BIL: Essential

EDU:	12	AD	AC
	I	P	C

Competency: **Describe investment instruments**

Competency Builders:
Define terminology related to investments (e.g., principal, maturity)
Describe certificates of deposit (CD's)
Describe money market funds/accounts
Describe mutual funds
Describe treasury bills
Describe treasure notes and bonds

BIL: Essential

EDU:	12	AD	AC
	P	R	M

Competency: **Perform banking functions**

Competency Builders:
Use appropriate reference materials
Prepare checks, deposit slips, and withdrawal slips
Maintain checkbook
Balance checkbook
Maintain petty cash
Explain automated banking transactions
Prepare banking records
Maintain banking records
Explain importance of maintaining banking records
Reconcile bank accounts
Prepare bank reconciliation

BIL: Essential

EDU:	12	AD	AC
	I	P	M

Competency: **Execute financial planning functions**

Competency Builders:

Identify risk management principles
Apply investment principles
Review estate plans
Prepare cash flow/income tax analysis
Review employee benefits
Develop retirement plans

Unit: Business Law

BIL: Essential

EDU:	12	AD	AC
	I	P	C

Competency: **Illustrate legal concepts # ***

Competency Builders:

Define basic legal terminology

Explain basic business law concepts

Describe contracts and/or legal documents

Explain basic relationship of laws and regulations to company contracts, policies, and procedures

Explain basic laws relating to working conditions, wages and hours, civil rights, social security, disability, and unemployment

BIL: Essential

EDU:	12	AD	AC
	I	P	C

Competency: **Explain legal rights and responsibilities ***

Competency Builders:

Describe different types of laws
Identify rules of law affecting minors
Describe basic differences between crimes and torts
Describe basic differences between criminal and civil law
Describe basic differences between state and federal court systems
Describe court system and how a case goes to trial
Explain the right to appeal

BIL: Recommended

EDU:	12	AD	AC
	I	P	

Competency: **Demonstrate knowledge of labor law # ***

Competency Builders:
Describe rights and responsibilities of parties to an employment contract
Identify state and federal laws dealing with employment
Identify protections available to employees
Describe the role of unions in business

BIL: Recommended

EDU:	12	AD	AC
		I	

Competency: **Demonstrate knowledge of environmental law ***

Competency Builders:
Identify environmental agencies and regulations
Use applicable reference materials
Explain reporting procedures for violations to appropriate agencies

BIL: Recommended

EDU:	12	AD	AC
		I	

Competency: **Demonstrate knowledge of contract law # ***

Competency Builders:

Analyze elements of a contract for validity

Explain different types of contracts (e.g., oral, written, implied)

Differentiate between contracts that are transferable and contracts that are non-transferable

Identify means of discharging contracts

Describe means of discharging contracts

Describe remedies available for a breach of contract

BIL: Essential

EDU:	12	AD	AC
	I	P	

Competency: **Demonstrate knowledge of corporation law ***

Competency Builders:

Explain the different types of business structures (e.g., sole proprietorship, general partnership, limited partnership, corporation including subchapter S)
Describe how to form a corporation
Describe the difference between equity and debt securities
Identify the principle/agent relationship and the basic terms of employment agreements
Identify special forms of corporations
Name corporation purpose and structure

BIL: Essential

EDU:	12	AD	AC
	I	P	C

Competency: **Demonstrate knowledge of consumer law ***

Competency Builders:
Describe types of negotiable instruments
Describe laws related to buying on credit
Explain negotiable instruments
Identify factors to consider when borrowing money
Describe laws that apply to the collection of negotiable instruments
Identify regulatory agencies (e.g., FDIC, FTC)
Explain retirement plans (e.g., IRAs, 401Ks)

BIL: Recommended

EDU:	12	AD	AC
		I	

Competency: **Demonstrate knowledge of real estate law ***

Competency Builders:

Distinguish between real and personal property
Describe legal documents relating to residential transactions
Explain a residential real estate settlement procedure
Describe title insurance and financing documents
Identify various documents relating to the sale of commercial property
Explain a commercial real estate settlement

BIL: Essential

EDU:	12	AD	AC
	I	P	

Competency: **Demonstrate knowledge of tax law**

Competency Builders:
Identify local, state and federal laws dealing with taxes
Use applicable reference materials
Explain penalties for noncompliance with local, state, and federal tax laws

BIL: Recommended

EDU:	12	AD	AC
		I	C

Competency: **Demonstrate knowledge of estates, trusts and wills ***

Competency Builders:

Explain information needed to administer an estate

Identify legal procedure of testamentary letters and Letters of Administration through probate

Demonstrate other legal procedures pertinent to estates

Explain court documents commonly filed in connection with estate administration

Identify tax returns for an estate

Explain differences and types of wills and trusts

Explain the differences between testate and intestate

Unit: Legal Office Procedures

BIL: Essential

EDU:	12	AD	AC
	P	R	

Competency: Demonstrate proficiency in legal terminology *

Competency Builders:
Identify correct legal terms
Define and spell legal terms
Differentiate among types of legal documents such as pleadings, contracts, and forms that include deeds, wills, mortgages, etc.
Edit legal correspondence for accuracy of content
Identify procedures for maintaining confidentiality of client information
Display knowledge of the ABA code of ethics

BIL: Essential

EDU:	12	AD	AC
	I	P	

Competency: **Demonstrate proficiency in production of legal documents**

Competency Builders:

Gather initial intake information from clients

Explain the difference between various sources of legal authority such as statutes, cases, and administrative codes

Prepare table of contents and table of authorities

Process legal documents with minimum or no instruction (e.g., pleadings, contracts, agreements, wills, trusts, real estate)

BIL: Essential

EDU:	12	AD	AC
	I	P	

Competency: **Maintain diary/docket system**

Competency Builders:
File documents, using various legal filing system
Prepare records for new clients
Maintain forms file
Control calendar and scheduling
Docket management
Maintain case file for trial/hearing/conference or settlement

BIL: Essential

EDU:	12	AD	AC
	I	P	

Competency: **Demonstrate proficiency in litigation**

Competency Builders:

Explain basic steps in the conduct of civil lawsuit and criminal proceedings from pleadings through appeal
Explain discovery tools used to obtain relevant information
Draft commonly used court documents
Draft digests of deposition transcripts and other forms of recorded testimony
Prepare pleadings in proper form
Draft written discovery requests designed to elicit specific relevant information (e.g., notices, subpoenas)
Explain basic legal principles of torts vs. crimes, contracts, real property, etc.
Define statues of limitations for various areas of law

BIL: Essential

EDU:	12	AD	AC
	I	P	

Competency: **Demonstrate proficiency in keyboarding/transcription skills**

Competency Builders:

Demonstrate appropriate keyboarding skills (e.g., 70 wpm)
Demonstrate transcription skills

Unit: Legal Concepts

BIL: Essential

EDU:	12	AD	AC
	I	P	

Competency: **Illustrate legal concepts # ***

Competency Builders:

Define legal terminology

Explain business law concepts

Interpret contract and/or legal documents

Explain relationship of laws and regulations to company contracts, policies, and procedures

Explain laws relating to working conditions, wages and hours, civil rights, social security, disability, and unemployment

BIL: Essential

EDU:	12	AD	AC
	I	P	

Competency: **Explain legal rights and responsibilities ***

Competency Builders:
Describe different types of laws
Identify rules of law affecting minors
Describe differences between crimes and torts
Describe differences between criminal and civil law
Describe differences between state and federal court systems
Describe court system and how a case goes to trial
Explain the right to appeal

BIL: Essential

EDU:	12	AD	AC
	I	P	

Competency: **Demonstrate knowledge of labor law # ***

Competency Builders:

Describe rights and responsibilities of parties to an employment contract
Identify state and federal laws dealing with employment
Identify protections available to employees
Describe the role of unions in business

BIL: **Essential**

EDU:	12	AD	AC
	I	P	S

Competency: **Demonstrate knowledge of environmental law ***

Competency Builders:

Identify environmental agencies and regulations
Use applicable reference materials
Explain reporting procedures for violations to appropriate agencies

BIL: Essential

EDU:	12	AD	AC
	I	P	

Competency: **Demonstrate knowledge of contract law # ***

Competency Builders:

Analyze elements of a contract for validity

Explain different types of contracts (e.g., oral, written, implied)

Differentiate between contracts that are transferable and contracts that are non-transferable

Identify means of discharging contracts

Describe means of discharging contracts

Describe remedies available for a breach of contract

BIL: Essential

EDU:	12	AD	AC
	I	P	

Competency: **Demonstrate knowledge of corporation law ***

Competency Builders:

Explain the different types of business structures (e.g., sole proprietorship, general partnership, limited partnership, corporation including subchapter S and limited liability corporation)
Describe how to form a corporation
Describe the difference between equity and debt securities
Identify the principle/agent relationship and the basic terms of employment agreements
Identify special forms of corporations
Name corporation purpose and structure

BIL: Essential

EDU:	12	AD	AC
	P	R	

Competency: **Demonstrate knowledge of consumer law ***

Competency Builders:
Describe types of negotiable instruments
Describe laws related to buying on credit
Explain negotiable instruments
Identify factors to consider when borrowing money
Describe laws that apply to the collection of negotiable instruments
Identify regulatory agencies (e.g., FDIC, FTC)
Explain retirement plans (e.g., IRAs, 401Ks)

BIL: Essential

EDU:	12	AD	AC
	I	P	

Competency: **Demonstrate knowledge of real estate law ***

Competency Builders:
Distinguish between real and personal property
Describe legal documents relating to residential transactions
Explain a residential real estate settlement procedure
Describe title insurance and financing documents
Identify various documents relating to the sale of commercial property
Explain a commercial real estate settlement

BIL: Essential

EDU:	12	AD	AC
	I	P	

Competency: **Demonstrate knowledge of tax law**

Competency Builders:
Identify local, state and federal laws dealing with taxes
Use applicable reference materials
Explain penalties for noncompliance with local, state, and federal tax laws

BIL: Essential

EDU:	12	AD	AC
		P	

Competency: **Demonstrate knowledge of estates, trusts and wills ***

Competency Builders:

Explain information needed to administer an estate

Identify legal procedure of testamentary letters and Letters of Administration through probate

Demonstrate other legal procedures pertinent to estates

Explain court documents commonly filed in connection with estate administration

Identify tax returns for an estate

Explain differences and types of wills, trusts and POA's

Explain the differences between testate and intestate

Unit: Computer User Support

BIL: Essential

EDU:	12	AD	AC
	I	P	

Competency: **Provide user support and training**

Competency Builders:

Operate help desk
Utilize desktop productivity tools
Support computer users
Train computer users
Manage user accounts

Unit: Data Warehousing

BIL: Recommended

EDU:	12	AD	AC
		I	

Competency: **Describe basic data warehousing concepts ***

Competency Builders:

Differentiate between traditional databases and data warehouses

Describe importance of data warehouses and integration

Define components of data warehouses: subject-oriented, integrated, time-variant, non-volatile

Explain and define types of information: associations, sequences, classifications, clusters, and forecasting

Explain data conversion

Identify types of programs and applications for data warehousing

Explain the four types of tools for data mining: neural networks, decision trees, rule induction, and data visualization

Define public summary data

BIL: Recommended

EDU:	12	AD	AC
		I	

Competency: **Explain ethical behaviors related to data warehousing ***

Competency Builders:

Describe appropriate security measures
Define use of permanent detail data for legal or ethical use
Explain the limitations of external data
Explain ethical use of data

BIL: Recommended

EDU:	12	AD	AC
		I	

Competency: **Perform data entry and update ***

Competency Builders:

Identify and use appropriate index or indices
Explain data repositories
Apply appropriate security measures
Differentiate between permanent detail data and regular data
Exhibit skill in data programs
Manage databases

BIL: Recommended

EDU:	12	AD	AC
		I	

Competency: **Perform data retrieval ***

Competency Builders:
Locate appropriate data warehouses
Secure necessary indices
Design reasonable query
Explain nature of application
Apply appropriate security measures
Obtain necessary responses from data query
Verify accuracy of information

BIL: Recommended

EDU:	12	AD	AC
		I	

Competency: **Apply data ***

Competency Builders:
Evaluate information gathered in query
Utilize public summary data
Design reporting medium
Construct report from data gathered

Unit: Software Methodology

BIL: Essential

EDU:	12	AD	AC
	I	P	M

Competency: **Explain fundamental software methodology**

Competency Builders:

Identify basic concepts of algorithm development and programming
Complete project (given formal specifications) requiring incorporation of control structures
Explain principles of program design (e.g., structure, object oriented, event driven)
Describe different data types (e.g., numeric, alphanumeric)
Explain software design process (e.g., specification through implementation and testing)
Resolve issues of program implementation (e.g., debug, documentation, audit)

BIL: Essential

EDU:	12	AD	AC
	I	P	C

Competency: **Describe concepts used to design software systems ***

Competency Builders:

Explain modular design and programming, including specifications and design tools
Explain module implementation (e.g., subroutine)
Explain module testing
Explain module documentation
Explain module maintenance
Explain data normalization
Explain computer-aided software engineering (CASE)
Explain object-oriented programming (OOP)

BIL: Essential

EDU:	12	AD	AC
	I	P	

Competency: **Develop software requirements ***

Competency Builders:
Use interviewing strategies to gather information
Describe different system design models (e.g., client server, centralized)
Identify system requirements
Develop informal specifications
Develop formal specifications
Develop documentation
Describe computing standards and methodologies
Describe security measures

BIL: Essential

EDU:	12	AD	AC
	I	P	

Competency: **Use data modeling techniques**

Competency Builders:
Define data modeling
Explain terms used in data models
Use data to create models
Analyze data models
Perform data normalization

Unit: Operating Systems

BIL: Essential

EDU:	12	AD	AC
	I	P	

Competency: **Describe operating systems # ***

Competency Builders:

Describe microcomputer operating systems
Describe minicomputer operating systems
Describe mainframe operating systems
Describe network operating systems
Describe how commands handle tasks in operating systems
Describe the purpose of operating system utilities
Differentiate between a compiler and an interpreter
Describe the processing that occurs when an interpreter is used
Describe the processing that occurs when a compiler is used
Define interface theory

BIL: Essential

EDU:	12	AD	AC
	I	P	

Competency: **Explain central processing unit (CPU) control # ***

Competency Builders:
Explain CPU processes
Explain CPU concurrency
Explain CPU scheduling
Explain CPU multitasking
Explain CPU multiprocessing

BIL: Essential

EDU:	12	AD	AC
	I	P	

Competency: **Explain memory management # ***

Competency Builders:
Describe memory types for PCs
Describe memory types for mainframes
Describe functions of virtual memory (e.g., paging, segmentation)
Describe memory types for minicomputers
Describe memory types for networks
Describe functions of extended memory
Describe functions of expanded memory
Describe functions of cache memory
Describe the relationship between memory and software applications

BIL: Essential

EDU:	12	AD	AC
	I	P	

Competency: **Explain auxiliary storage management # ***

Competency Builders:

Explain storage management software
Identify auxiliary storage media
Describe operational characteristics of storage media
Describe storage capacities of storage media
Describe retrieval methods of storage media
Differentiate between files and directories
Differentiate among storage devices (e.g., disk, tape, CD-ROM)
Explain mirroring concepts and RAID concepts

BIL: Essential

EDU:	12	AD	AC
	I	P	

Competency: **Explain security issues # ***

Competency Builders:
Define backup and recovery
Explain disaster planning
Define authentication (e.g., passwords, access level)
Describe encryption techniques
Describe viruses and protection

BIL: Essential

EDU:	12	AD	AC
	I	P	

Competency: **Maintain security requirements # ***

Competency Builders:

Implement security procedures
Apply business ethics
Follow security rules, regulations, and codes
Document security procedures
Perform security checks

BIL: Essential

EDU:	12	AD	AC
	I	P	

Competency: Explain disaster recovery and business resumption

Competency Builders:

Identify common backup devices
Explain criteria for selecting a type of backup system (tape)
Explain difference between disaster recovery and business resumption
Site examples of how to avoid common computer system disasters (e.g., UPS, RAID)
Contrast streaming and file-by-file backup systems
Explain process for archiving files
Explain steps of a disaster recovery plan and a business resumption plan

BIL: Essential

EDU:	12	AD	AC
	I	P	

Competency: **Operate system # ***

Competency Builders:
Utilize desktop operating skills
Review automated scheduling software
Define job, batch, and job step
Describe data requirements
Use appropriate reference materials
Perform power-up and log-on procedures
Demonstrate basic programming skills
Use console device to interact with and respond to system messages
Secure supplies and resources
Follow processing procedures for each application/job
Run application/job
Describe scheduling priority
Describe transmittal form and transmittal log
Develop an audit trail
Handle materials and equipment in a responsible manner

BIL: Essential

EDU:	12	AD	AC
	I	P	

Competency: **Maintain system # ***

Competency Builders:

Use appropriate reference materials
Monitor system status and performance
Run diagnostics
Respond to system messages
Document computer system malfunction(s)
Document software malfunction(s)
Fix recoverable problems
Maintain security
Maintain computer log
Perform backup procedure(s)
Perform preventative maintenance procedures
Install software packages
Restore system
Follow log-off and power-down procedure(s)
Handle materials and equipment in a responsible manner
Review automated scheduling software
Describe scheduling priority

BIL: Recommended

EDU:	12	AD	AC
		P	

Competency: **Provide support and training**

Competency Builders:
Operate help desk
Utilize desktop productivity tools
Support computer users
Train computer users

Unit: Application Programming and Design

BIL: Essential

EDU:	12	AD	AC
	I	P	C

Competency: **Demonstrate knowledge of computer applications # ***

Competency Builders:

Explain hardware component functions
Describe major events in the development of computers
Describe major types of software and their functions
Describe batch processing
Describe interactive processing
Describe event driven and object oriented processing

BIL: Essential

EDU:	12	AD	AC
	I	P	C

Competency: **Develop computer applications # ***

Competency Builders:

Identify development team
Create specs with development team
Divide design specifications into logical blocks (e.g., flowchart, data flow diagram, system flows record and layout)
Identify constraints (e.g., political, financial, time, hardware, systems)
Identify programming language
Identify hardware platform
Identify input and output (I/O) requirements
Prepare logic using program-flow diagram
Define business problem to be solved by the application
Use steps outlined in program development cycle, prototyping, storyboarding, etc.
Maintain project scope

BIL: Essential

EDU:	12	AD	AC
	I	P	C

Competency: **Demonstrate knowledge of programming theory # ***

Competency Builders:
Explain the meaning of "reserved word"
Describe arrays and tables
Explain compilers
Differentiate between system documentation and user documentation
Describe what is meant by top-down design and structured programming
Identify the steps in the program development cycle
Design a decision table for a specified problem
Identify the steps and procedures required to develop test data and test plan
Explain the difference between recursion and iteration
Describe what is meant by data validation
Explain importance of user interface

BIL: Essential

EDU:	12	AD	AC
	I	P	M, C

Competency: **Apply programming theory # ***

Competency Builders:
Write source code per standards
Use spacing charts to plan program output
Code a modular program
Interpret a simple hierarchy chart
Interpret a simple pseudo code design
Create a flow-chart
Perform program sorts
Demonstrate use of loops
Demonstrate use of logical operators (e.g., AND, OR, NOT)
Code error-handling techniques
Demonstrate use of data files
Identify primary use of programming languages and their weaknesses
Follow commenting and internal documentation standards

BIL: Essential

EDU:	12	AD	AC
	I	P	M

Competency: **Utilize programming languages # ***

Competency Builders:
Perform character manipulation
Declare (and initialize) variables
Modify variables
Use a function
Use a library
Use system calls
Evaluate series of logical expressions
Code separate addition, subtraction, multiplication, and division statements
Declare a one-dimensional array
Initialize an array
Generate executable code
Follow algorithm to produce desired output
Use functions, including library, user-defined, and sting functions
Write arithmetic statements
Write IO statements
Write internal documentation
Write sub-routines
Use conditional statements

BIL: Essential

EDU:	12	AD	AC
	I	P	C

Competency: **Use operating system # ***

Competency Builders:

Apply appropriate development tools
Apply operating system commands
Apply operating system utilities
Apply operating system standards
Explain operating system constraints

BIL: Essential

EDU:	12	AD	AC
	I	P	C

Competency: **Test programs # ***

Competency Builders:
Perform debugging functions
Create test data and plan that checks logic and error routines
Execute program with test data
Correct execution errors
Perform unit and integration test
Analyze test results
Correct logic errors
Perform usability tests

BIL: Essential

EDU:	12	AD	AC
	I	P	

Competency: **Apply programming skills # ***

Competency Builders:
Develop program using file handling techniques
Develop intuitive user interfaces
Develop program using data validation techniques
Develop interactive process
Develop menu-driven program
Develop database program
Develop program that utilizes a recursive process
Develop program using copy libraries
Develop program using system calls
Develop program using design tool
Develop program using arrays, both one- and two-dimensional

BIL: Essential

EDU:	12	AD	AC
	I	P	C

Competency: **Develop documentation # ***

Competency Builders:

Explain the need for appropriate documentation
Prepare program documentation
Prepare user documentation
Prepare data-flow diagrams
Update design documentation
Prepare documentation update method

BIL: Essential

EDU:	12	AD	AC
	I	P	C

Competency: **Demonstrate knowledge of the systems design process #A ***

Competency Builders:

Identify processing requirements
Describe role of user and management in the development of a computer system
Describe use of data flow diagrams, system flowcharts and display screen layout forms
Conduct interviews
Design system inputs and outputs and processes
Create design documentation
Present system design

BIL: Essential

EDU:	12	AD	AC
	I	P	C, S, M

Competency: **Evaluate system # ***

Competency Builders:
Identify evaluation criteria
Develop test plan
Conduct test
Analyze test data
Present results

BIL: Essential

EDU:	12	AD	AC
	I	P	C

Competency: **Implement system ***

Competency Builders:
Identify implementation plan
Present implementation plan
Identify conversion method
Implement system
Train personnel
Identify on-going support requirements

BIL: Essential

EDU:	12	AD	AC
	I	P	C

Competency: **Conduct systems analysis #A ***

Competency Builders:

Identify scope of project
Use company procedural manuals, references, documentation, and standards
Conduct interviews
Define business information requirements
Determine hardware and software needs
Interpret source data, charts, and graphs
Review organizational structure
Interpret existing operating documents and procedures for the system
Observe existing procedures
Document existing procedures
Document possible alternative solutions
Identify processing requirements
Define variables
Design system input/output (I/O) professes
Determine programming language
Create design documentation
Analyze specifications
Prepare logic using program-flow diagram
Present findings and recommendations to users and management (e.g., work plan, project estimate)

BIL: Essential

EDU:	12	AD	AC
	I	P	C

Competency: **Conduct systems installations #A ***

Competency Builders:
Review organizational structure
Interpret existing operating documents and procedures for the system
Design implementation plan
Present implementation plan to users and management
Perform implementation or changeover to new system
Perform post-implementation evaluation of new system
Correct deficiencies

Unit: Network Operations

BIL: Essential

EDU:	12	AD	AC
	I	P	

Competency: **Explain communication standards # ***

Competency Builders:

Identify the seven layers of the International Organization Standard's Open System Interconnection (OSI)

Describe each OSI layer, including their interconnectivity

Identify software standards for subnet, presentation layers, and file servers

BIL: Essential

EDU:	12	AD	AC
	I	P	C

Competency: **Describe network structures # ***

Competency Builders:
Differentiate topologies (e.g., hierarchical, ring, star)
Differentiate architecture(s)
Describe protocols (e.g., TCP/IP, IPX/SPX)
Describe frame types (e.g., SNA<802.3, 802.5)
Define different types of LANs and WANs
Differentiate between network operating systems and data distribution systems
Identify advantages and disadvantages of various LAN operating systems
Define routers and switches
Explain integration theory

BIL: Essential

EDU:	12	AD	AC
	I	P	

Competency: **Explain network transmission and media # ***

Competency Builders:
Explain signals
Explain patterns
Explain error detection and correction
Explain speed of transmission
Explain type and use of media
Explain use of equipment

BIL: Essential

EDU:	12	AD	AC
	I	P	

Competency: **Explain network connectivity and inter-operability # ***

Competency Builders:

Differentiate between sync and async devices
Describe software used to connect networking devices
Identify type of interoperability (e.g., peer-to-peer, peer-to-host)
Identify problems of mixed vendor network implementation
Describe internet solutions (e.g., FTP, web servers, fire walls)
Describe cabling schemes and alternatives
Identify network topologies
Describe the function/purpose of network interface cards
Describe evaluation techniques of hardware and software
Describe levels at which networking can occur
Identify protocols used for remote interconnecting and when each should be used
List common pitfalls when networking computers
Describe gateways (e.g., mainframe, protocol)
Describe network connectivity devices (e.g., hobs, routers, switches)

BIL: Essential

EDU:	12	AD	AC
	I	P	

Competency: **Describe network operating systems # ***

Competency Builders:
Identify the purpose(s) of a network operating system
Explain installation procedure for network operating systems
Explain commands needed to use network operating systems
Define criteria used to evaluate network operating systems

BIL: Essential

EDU:	12	AD	AC
	I	P	

Competency: **Describe potential networking problems with applications software # ***

Competency Builders:

Describe potential hardware compatibility problems

Differentiate between license options (e.g., single-user, multi-user)

Describe necessary precautions included in programs used on networks (e.g., self metering, security keys, required configuration settings)

Describe network areas in which application problems could exist (e.g., memory allocation, file lock settings, resource availability)

BIL: Essential

EDU:	12	AD	AC
	I	P	

Competency: **Explain network management #A ***

Competency Builders:

List steps in mapping a network
Explain why files must be organized according to owners, users, and privileges
Describe common standards for setting up and naming files
List criteria used to determine if a file should be network accessible
Identify methods to increase performance
Define hierarchical directory
Define the role of a network manager
Explain methods used to segment and balance the network load
Explain methods used to determine how many servers should be used
State reasons for channel and cable bottlenecks and reasons and resolutions for the bottlenecks

BIL: Essential

EDU:	12	AD	AC
	I	P	

Competency: **Explain network security # ***

Competency Builders:

Explain need for data protection
Explain necessity for network security
Identify levels of network security and reasons for their existence
Describe the functions of account administration that support network security

BIL: Essential

EDU:	12	AD	AC
	I	P	

Competency: **Explain media installation procedures # ***

Competency Builders:

Explain why documentation and labeling are necessary
Identify methods of properly installing cable
Identify problems associated with cable installation
Describe types of cable, cable connectors, and grounding techniques
Explain cable testing and tolerance levels
Identify sources of interference and include methods to overcome each

BIL: Essential

EDU:	12	AD	AC
	I	P	

Competency: **Apply network installation and operations # ***

Competency Builders:

Assess user needs to determine which network operating systems to use
Demonstrate applications used on LANs
Describe how the network protocols work together
Operate the system in a multi-user environment
Demonstrate knowledge of various networks and compatibility
Differentiate among various topologies
Build synchronous transmission circuit using a modem
Connect PCs to form a network
Perform file to file copy in a PC network
Implement print queue in a PC network
Configure file server in a PC network
Connect PC to mini or mainframe
Link mixed vendors (e.g., PC to Mac)
Interconnect via backbone network
Build small ethernet or token ring network
Install cabling
Install network

BIL: Essential

EDU:	12	AD	AC
	I	P	

Competency: **Administer network #A ***

Competency Builders:
Apply current LAN concepts and technology
Attach computers and peripherals to LAN
Change computer hardware
Set up system configuration
Install and use LAN manager software
Install software packages
Respond to system messages
Troubleshoot system
Run software applications
Back up and restore systems
Perform system analysis
Use security procedures
Perform preventative maintenance
Select access control and security
Outline resource management
Analyze network operations
Check physical and virtual connections
Modify network
Apply standards
Describe licensing
Plan disaster recovery
Address protocols (e.g., ethernet, token ring, Arcnet)
Monitor network activity/performance
Document actions taken
Define the role of the LAN administrator
Perform software license audit

BIL: Essential

EDU:	12	AD	AC
	I	P	

Competency: **Perform network maintenance and diagnostics # ***

Competency Builders:
Execute network diagnostics program for software
Execute network diagnostics program for hardware
Apply standard and protocols
Document action(s) taken (maintenance log)
Define a preventive maintenance schedule

BIL: Essential

EDU:	12	AD	AC
	I	P	

Competency: **Explain disaster recovery and business resumption**

Competency Builders:

Identify common backup devices
Explain criteria for selecting a type of backup system (tape)
Explain difference between disaster recovery and business resumption
Site examples of how to avoid common computer system disasters (e.g., UPS, RAID)
Contrast streaming and file-by-file backup systems
Explain process for archiving files
Explain steps of a disaster recovery plan and a business resumption plan

Unit: Basic Mainframe Concepts

BIL: Recommended

EDU:	12	AD	AC
		I	

Competency: **Describe mainframe operations**

Competency Builders:

Identify types of mainframe memory
Identify data storage techniques used by mainframe operation
Explain how data is stored in mainframe computer memory
Explain how a mainframe computer system executes program instruction
Explain mainframe storage capacity

BIL: Recommended

EDU:	12	AD	AC
		I	

Competency: **Explain mainframe operating systems**

Competency Builders:

Identify operating systems and their attributes
Describe how commands handle tasks in operating systems
Describe the purpose of operating system utilities
Explain the difference between a compiler and an interpreter
Describe the processing that occurs when an interpreter is used
Describe the processing that occurs when a compiler is used
Describe process prioritization

BIL: Recommended

EDU:	12	AD	AC
		I	

Competency: **Use mainframe database system**

Competency Builders:

Edit data
Prepare reports using mainframe database
Explain types of database systems

BIL: Recommended

EDU:	12	AD	AC
		I	

Competency: **Operate mainframe computer systems**

Competency Builders:
Define job, batch, and job step
Describe data requirements
Use appropriate reference materials
Perform log-on procedures
Use console device to interact with and respond to system messages
Follow processing procedures for each application/job
Describe scheduling priority
Describe transmittal form and transmittal log
Develop an audit trail
Handle materials and equipment in a responsible manner
Use data interchange methods
Describe the function of a job scheduler
Describe the use of a job control language

BIL: Recommended

EDU:	12	AD	AC
		I	

Competency: **Maintain mainframe computer systems**

Competency Builders:

Solve recoverable problems
Maintain security
Maintain computer log
Perform backup procedure(s)
Follow log-off procedure(s)
Explain quality control

BIL: Recommended

EDU:	12	AD	AC
		I	

Competency: **Describe interface techniques**

Competency Builders:
Identify elements of mainframe user interface
Describe client/server to mainframe connectivity
Identify mainframe hardware components and their advantages and disadvantages
Explain emulation software
Illustrate various forms of mainframe menus
Describe mainframe graphical user interface (GUI)
Describe gateway functionality and operation

BIL: Recommended

EDU:	12	AD	AC
		I	

Competency: **Explain purpose of mainframe database systems**

Competency Builders:
Define mainframe database
Explain terms used in mainframe database systems
Describe common function of mainframe database systems
Describe methods to interface with mainframe databases (e.g., ODBC)

BIL: Essential

EDU:	12	AD	AC
		P	

Competency: **Store media**

Competency Builders:
Identify need for data library
Describe filing and retrieval methods of stored media
Initialize and catalog media
Maintain company and/or government standards for media security
Maintain archives of company records required by policy or law

Unit: Computer Hardware Design & Maintenance

BIL: Recommended

EDU:	12	AD	AC
		I	

Competency: **Explain standards ***

Competency Builders:

Identify OSI, IEEE, ISO, and CCITT standards
Identify standard setting bodies and their proclamations
Explain conformance and APIs

BIL: Essential

EDU:	12	AD	AC
	I	P	

Competency: **Describe computational site environment ***

Competency Builders:
Identify environmental requirements, conditions, limitations
Identify power requirements and power supplies
Identify ergonomic issues
Identify structural capacities
Identify electrical wiring codes

BIL: Essential

EDU:	12	AD	AC
	P	R	

Competency: **Differentiate among architecture and processor types ***

Competency Builders:
Describe architecture and processors of microcomputers
Describe architecture and processors of minicomputers
Describe architecture and processors of mainframes
Describe internal box components

BIL: Essential

EDU:	12	AD	AC
	I	P	

Competency: **Analyze computer systems architecture ***

Competency Builders:

Describe the principles and operation of addresses and interrupts
Describe the principles and operation of volatile and non-volatile memory
Describe the principles and operation of advanced memory techniques
Define individual system blocks
Interpret computer acronyms
Describe priorities and interrupts at systems
Identify direct memory access data handling system(s)
Define functions of advanced memory techniques (e.g., virtual, pipeline, cache)
Describe how commands handle tasks in operating systems
Describe various input/output systems
Describe various input/output devices
Describe the purpose of operating system utilities
Define analog and digital signals

BIL: Essential

EDU:	12	AD	AC
	I	P	

Competency: **Describe operation of chips and boards ***

Competency Builders:
Describe chip configuration and structure
Describe function of internal components
Describe operation of mother boards
Describe operation of co-pressor boards (e.g., math, graphics, FAX, modems, voice)
Describe operation of controller cards
Describe operation of network interface cards
Describe operation of PCMCIA

BIL: Recommended

EDU:	12	AD	AC
	I	P	

Competency: **Describe operation of connectivity devices ***

Competency Builders:
Describe operation of baluns
Describe operation of multiplexers, MODEMS, CODECS, DSU
Describe operation of switches, gateways, bridges, routers, brouters, and repeaters
Describe operation of test equipment (e.g., protocol analyzers)

BIL: Essential

EDU:	12	AD	AC
	I	P	

Competency: **Explain operation of microprocessor systems ***

Competency Builders:
Describe essential components of microprocessor and their functions
Describe principles and operation of BUS concepts (e.g., VESA, EISA)
Describe principles and operation of types of memory circuits
Identify operating systems (e.g., DOS, OS/2, UNIX)
Describe microprocessor instructions sets
Describe principles and operation of microprocessor machine
Identify types of input and output devices and peripherals
Describe principles and operation of storage devices
Interface input and output ports to peripherals
Identify central processing unit building blocks and their uses

BIL: Essential

EDU:	12	AD	AC
	I	P	C

Competency: **Install computer system (e.g., monitor, keyboard, disk drive, and printer) # ***

Competency Builders:
Configure system
Verify system
Document system installation
Backup system configuration
Test all applications

BIL: Essential

EDU:	12	AD	AC
	I	P	

Competency: **Troubleshoot a microcomputer system # ***

Competency Builders:

Identify priorities and interrupts at system level
Demonstrate use of volatile and non-volatile memory
Repair or replace volatile and non-volatile memory
Operate diagnostic tools/software
Identify operating system and related hardware issues
Diagnose hardware failure vs. software failure
Update flash memory

BIL: Essential

EDU:	12	AD	AC
	P	R	C

Competency: **Explain operation of peripheral equipment # ***

Competency Builders:

Define printer types and interface controllers
Explain the operation of typical magnetic tape equipment and interface controllers
Describe disk equipment and interface controllers
Define environmental requirements for peripherals and media

BIL: Essential

EDU:	12	AD	AC
	I	P	

Competency: **Troubleshoot peripheral equipment # ***

Competency Builders:
Troubleshoot disk equipment and interface controllers
Troubleshoot and repair display terminals and interface controllers
Troubleshoot printers and interface controllers, including laser printers
Troubleshoot mouse
Troubleshoot bar code scanner
Troubleshoot CD-ROM

BIL: Essential

EDU:	12	AD	AC
	I	P	

Competency: **Explain communication interfacing ***

Competency Builders:
Identify basic EIA, IEEE, and CCITT standards
Differentiate sync and async devices
Define protocols
Define packet switching
Define multi-user systems

BIL: Essential

EDU:	12	AD	AC
	I	P	

Competency: **Conduct disaster recovery**

Competency Builders:
Gather information on problem from user
Conduct appropriate diagnostic tests
Repair or replace malfunctioning hardware
Re-install software as needed
Recover data and/or files
Restore system to normal operating standards

Unit: Small Business Management

BIL: Essential

EDU:	12	AD	AC
	P	R	

Competency: **Explain entrepreneurship # ***

Competency Builders:

Identify characteristics of entrepreneurs
Identify qualities and skills needed by business owners
Identify means of obtaining technical assistance
Identify advantages and disadvantages of owning a small business
Describe basic factors contributing to business success
Describe a franchise-dealer relationship

BIL: Essential

EDU:	12	AD	AC
	P	R	

Competency: **Identify role of small business in the economy # ***

Competency Builders:

Describe effects of supply, demand, profit, and competition

Explain relationship of small business in the national (USA) and global economy

BIL: Essential

EDU:	12	AD	AC
	I	P	S

Competency: **Analyze how legislation affects small business ***

Competency Builders:

Identify legal issues faced by entrepreneurs

Describe the relationship between government agencies and business owners (e.g., OSHA, taxes, EPA, NFPA, city, state, federal, disaster relief)

Participate in the legislative process

BIL: Essential

EDU:	12	AD	AC
	P	R	

Competency: **Evaluate factors affecting small business management ***

Competency Builders:

Identify cooperative arrangements
Describe legal forms of retail businesses
Differentiate between various types of insurable business risks
Describe social and ethical problems that affect business
Analyze current trends in business

BIL: Essential

EDU:	12	AD	AC
	I	P	C, M

Competency: **Develop a business plan***

Competency Builders:
List sources of information for starting a business
Classify local and state requirements for starting business
Identify means of obtaining technical and financial assistance
Select best location and layout
Analyze financing of business ownership
Select best location and layout for a business
Identify when and how to obtain appropriate legal assistance
Identify start-up cost
Develop budget
Identify advantages and disadvantages of each type of business ownership

BIL: Essential

EDU:	12	AD	AC
	I	P	

Competency: **Explain marketing mix ***

Competency Builders:

Explain importance of having the right product
Explain importance of having the product at the right place
Explain importance of having the product with the right promotion
Explain importance of having the product at the right price
Explain importance of having the product at the right time
Explain right target market

BIL: Essential

EDU:	12	AD	AC
	I	P	

Competency: **Promote products and/or services ***

Competency Builders:
Explain promotion function
Describe relationship of sales to promotion
Identify factors used to select appropriate products
Prepare merchandise/buying plan
Maintain vendor information and select appropriate vendors
Identify selling price
Analyze merchandising trends

BIL: Essential

EDU:	12	AD	AC
	P	R	C

Competency: **Manage customer relations ***

Competency Builders:
Identify advantages of customer services and accommodations
Explain importance of price, quality, and variety
Use acceptable techniques in handling customer complaints
Identify customer wants/needs
Explain how to develop a good customer relationship

BIL: Recommended

EDU:	12	AD	AC
	I	R	

Competency: **Minimize internal theft ***

Competency Builders:

Establish internal theft policy
Identify types of internal loss
Identify potential loss situations
Develop and/or follow company policies regarding internal theft
Develop and/or follow security procedures
Review internal controls

BIL: Essential

EDU:	12	AD	AC
	I	P	M

Competency: **Explain financial services ***

Competency Builders:
Speculate on revenue sources and expenses
Explain importance of a sound credit rating
Outline long-range financial plans
Compare financial services available from financial institutions
Identify critical professionals used to assist decision making

BIL: Essential

EDU:	12	AD	AC
	P	R	M

Competency: **Prepare financial records and reports ***

Competency Builders:
Classify revenue and expenses
Prepare financial statements
Classify revenue and expenses

BIL: Essential

EDU:	12	AD	AC
	I	P	M

Competency: **Manage finances** *

Competency Builders:
Project revenue sources and expenses
Explain costs of obtaining financial assistance
Explain importance of a sound credit rating
Outline long-range financial plans
Explain how sources of finance are used in business operations
Compare financial services available from financial institutions
Define time value of money concepts

BIL: Essential

EDU:	12	AD	AC
	I	P	

Competency: **Explain management's role in operating a business ***

Competency Builders:
Explain importance of organizational skills
Identify management functions
Compare specific management techniques
Explain importance of time management
Identify benefits of membership in professional/trade associations
Identify professional support system

BIL: Essential

EDU:	12	AD	AC
	P	R	S

Competency: **Practice safety precautions # ***

Competency Builders:
Maintain safe work area
Operate equipment safely
Practice safety to prevent accidents
Follow procedures for reporting accidents
Follow safety procedures for special populations
Follow sanitation and hygiene procedures
Report emergencies to proper authorities
Identify emergency evacuation plans
Operate fire and safety equipment
Develop basic first aid skills
Analyze economic impact of poor safety practices
Review safety policies

BIL: Essential

EDU:	12	AD	AC
	I	P	

Competency: **Comply with government regulations ***

Competency Builders:
Identify taxes affecting small businesses
Develop and/or follow policies of compliance
Monitor changing regulations
Follow government regulations (e.g., OSHA, EPA)

BIL: Essential

EDU:	12	AD	AC
	I	P	

Competency: **Perform management activities # ***

Competency Builders:

Define management
Describe basic principles of good management
Identify effective leadership traits
Develop management objectives
Explain role of management in operating a business
Identify purposes of forecasting
Develop short-term and long-term action plans
Describe importance of performance measurements and record keeping
Explain importance of keeping informed of developments and trends affecting business
Explain importance of planning for emergencies
Prepare managerial reports about production, personnel, equipment, and operational costs
Develop short/long range plans including Equal Access/Equal Employment Opportunity (EEO) guidelines
Develop procedures for handling employee complaints
Evaluate job applicants
Comply with equal employment opportunity (EEO) guidelines

Unit: Supervision

BIL: Essential

EDU:	12	AD	AC
	I	P	

Competency: **Manage human resources # ***

Competency Builders:
Communicate performance expectations
Counsel employees (e.g., career objectives)
Maintain performance records
Adhere to company policies regarding discrimination and harassment
Address employees regarding disciplinary action(s)
Recommend employees for promotion
Explain procedure for handling grievances
Evaluate employee performance
Document personnel issues
Dismiss employees
Create and/or implement organizational charts
Clarify company policies and procedures
Establish office procedures
Maintain office procedure manual(s)
Prepare managerial reports
Maintain appropriate work environment
Conduct tours
Provide and/or coordinate training for new policies
Communicate performance expectations

BIL: Essential

EDU:	12	AD	AC
	I	P	

Competency: **Manage projects #A ***

Competency Builders:
Conduct needs analysis
Set priorities
Research information
Develop goals and objectives
Establish project time lines
Develop strategic plan
Develop project budget
Apply forecasting techniques
Apply prioritizing techniques
Schedule work assignments
Collect data
Analyze data
Monitor project progress
Meet project timelines
Monitor budget
Apply quality measures and counter measures

BIL: Essential

EDU:	12	AD	AC
	I	P	

Competency: **Manage work flow # ***

Competency Builders:
Plan office layout for work flow
Maintain office procedure manual(s)
Identify production standards
Prioritize work
Delegate work
Provide instruction
Monitor progress
Complete productivity and/or managerial reports

BIL: Essential

EDU:	12	AD	AC
	I	P	

Competency: **Conduct staff/team meetings # ***

Competency Builders:
Plan meeting
Set agenda
Set and schedule meeting
Schedule meeting room
Invite appropriate personnel
Identify need for outside speakers
Assign someone to take minutes
Make introductions
Invite questions and comments, and group participation
Decide appropriate action, time frame, and accountability to tasks
Monitor time
Publish minutes in timely manner

BIL: Essential

EDU:	12	AD	AC
	I	P	

Competency: **Conduct training #A ***

Competency Builders:
Secure training resources, materials, and equipment
Assess training needs
Set goals/competencies/standards for employees
Train employees
Evaluate progress (to document training effectiveness)
Provide appropriate feedback
Document training participation

Unit: Quality Assurance

BIL: Essential

EDU:	12	AD	AC
		P	M

Competency: **Demonstrate knowledge of quality assurance # ***

Competency Builders:

Define quality terms and functions
Identify features of quality planning
Explain the relationship among organizational structures, policies, procedures, and quality assurance
Describe successful efforts by industry to improve quality and/or reduced costs
Differentiate prevention and detection
Identify types of control charts

BIL: Essential

EDU:	12	AD	AC
		P	

Competency: **Explain importance of interdepartmental relationships to quality assurance ***

Competency Builders:

Explain need for whole company commitment in assuring quality
Define quality improvement team models
Explain project selection, implementation, and evaluation
Explain continuous improvement
Evaluate down stream effects of project implementation

Unit: Telephony Functions

BIL: Essential

EDU:	12	AD	AC
	I	P	

Competency: **Demonstrate basic electronic skills**

Competency Builders:

Demonstrate basic telephony concepts (e.g., analog, digital)
Demonstrate wiring concepts
Demonstrate use of basic test equipment

BIL: Essential

EDU:	12	AD	AC
	I	P	C

Competency: **Demonstrate basic telephony skills**

Competency Builders:

Explain telephony concepts

Operate transmission test equipment

Explain operation of special circuit (e.g., FX, OPX, DID, DNIS, TIE)

Explain function/operation of central office

Explain application for telephony products (e.g., predictive dialer, V-MAIL, ACD, TAPI, CTI)

Explain telephony network engineering and design (e.g., repairs, muxes, channel banks)

Explain wireless communications

Explain satellite/microwave communication

Explain cellular/pager technology

Explain PCS technology

Unit: Training

BIL: Essential

EDU:	12	AD	AC
	I	P	

Competency: **Determine training and development needs in an organization #A ***

Competency Builders:
Explain the difference between training needs and development needs
Identify training and development needs
Analyze training and development needs

BIL: Essential

EDU:	12	AD	AC
	I	P	

Competency: **Explain the role of training with an organization #A ***

Competency Builders:

Explain how supervisors interact with the human resource and training departments

Explain the role of funding/budgeting in the development of training

Explain criteria used for the prioritizing of training needs

BIL: Essential

EDU:	12	AD	AC
	I	P	C

Competency: **Write effective course objectives ***

Competency Builders:
Explain the criteria for effective training objectives
Prepare effective training objectives related to an organization's needs

BIL: Essential

EDU:	12	AD	AC
	I	P	

Competency: **Explain major characteristics of adult learners ***

Competency Builders:
Explain pedagogy vs. andragogy
Explain different adult learning styles
Explain ways to facilitate adult learning

BIL: Recommended

EDU:	12	AD	AC
	I	R	

Competency: **Demonstrate different teaching techniques**

Competency Builders:

Explain different teaching techniques
Explain advantages of different teaching techniques
Explain disadvantages of different teaching techniques
Develop lesson plans utilizing different teaching techniques
Demonstrate different teaching techniques

BIL: Essential

EDU:	12	AD	AC
	I	P	

Competency: **Demonstrate effective use of major types of multi-media equipment # ***

Competency Builders:

Explain best ways to integrate multi-media equipment into the training environment

Use major types of multi-media equipment effectively in a training session

BIL: Essential

EDU:	12	AD	AC
	I	P	

Competency: **Use evaluative instruments #A ***

Competency Builders:
Explain differences between pre- and post-testing
Explain and design various types of testing
Use various types of testing
Explain non-test evaluation

Unit: Statistics

BIL: Essential

EDU:	12	AD	AC
	I	P	M

Competency: Make frequency distributions # *

Competency Builders:

Make ungrouped frequency distributions using raw data
Make grouped frequency distributions using raw data
Explain ungrouped frequency distributions
Explain grouped frequency distribution

BIL: Essential

EDU:	12	AD	AC
	P	R	M, S

Competency: **Present data graphically # ***

Competency Builders:
Make line charts/frequency polygons
Make bar charts/histograms
Explain line charts/frequency polygons
Explain bar charts/histograms

BIL: Essential

EDU:	12	AD	AC
	P	R	M

Competency: **Explain measures of central tendency**

Competency Builders:
Define mean, median, and mode central tendency
Compute mean, median, and mode central tendency
Explain mean, median, and mode central tendency

BIL: Essential

EDU:	12	AD	AC
	I	P	M

Competency: **Explain measures of dispersion ***

Competency Builders:

Define variance, average deviation, standard deviation, coefficient of variation
Compute variance, average deviation, standard deviation, coefficient of variation
Explain variance, average deviation, standard deviation, coefficient of variation

BIL: Essential

EDU:	12	AD	AC
	I	P	M

Competency: **Solve probability problems # ***

Competency Builders:

Define joint, marginal, and conditional probabilities

Solve joint probability programs using addition, multiplication, permutation, and combination formulas

Solve marginal probability programs using addition, multiplication, permutation, and combination formulas

Solve conditional probability programs using addition, multiplication, permutation, and combination formulas

BIL: Essential

EDU:	12	AD	AC
	I	P	M

Competency: **Use binomial and normal probability distributions ***

Competency Builders:

Explain binomial probability distributions
Explain normal probability distributions
Use binomial probability distributions
Use normal probability distributions

BIL: Essential

EDU:	12	AD	AC
	P	R	M, S

Competency: **Demonstrate knowledge of statistical inference # ***

Competency Builders:
Explain sampling
Select appropriate method for selecting a sample
Explain hypothesis testing
State a hypothesis
Test a hypothesis

Unit: Banking Basics

BIL: Essential

EDU:	12	AD	AC
	P	R	

Competency: **Describe basic structure of banks**

Competency Builders:

Define terminology related to the banking industry

Explain the role of the Federal Reserve System in the banking industry

Describe types of financial institutions and services

Identify banking career paths (e.g., commercial, retail, operations)

Identify technology and software used in banking

BIL: Essential

EDU:	12	AD	AC
	P	R	

Competency: **Describe services provided by banks**

Competency Builders:
Identify basic services a bank provides for customers
Describe components of banks' deposit function
Describe the credit function of banks
Explain the importance of banks' credit function
Explain the role of customer sales in banking functions

BIL: Essential

EDU:	12	AD	AC
	P	R	

Competency: **Describe reconcilement of checking accounts #**

Competency Builders:
Define terminology related to checking accounts (e.g., negotiable instruments)
Describe the procedure for transferring funds between accounts by telephone

BIL: Essential

EDU:	12	AD	AC
	I	P	

Competency: **Explain teller functions**

Competency Builders:

Identify primary areas of teller responsibility
Identify types of negotiable instruments
Explain the use of different types of negotiable instruments
Describe procedures for processing various types of negotiable instruments
Determine by examination if an instrument is negotiable
Describe the effect of dates on negotiable instruments
Explain the purpose of endorsements
Describe types of acceptable endorsements
Identify criteria for check acceptability
Explain identification procedures
Distinguish between acceptable and unacceptable sources of identification
Identify characteristics of genuine currency and instruments
Describe how to identify counterfeit currency and instruments
Demonstrate currency-handling techniques
Use a 10 key calculator quickly and accurately

BIL: Essential

EDU:	12	AD	AC
	P	R	

Competency: **Demonstrate bookkeeping systems #**

Competency Builders:
Define terminology related to bookkeeping
Describe bookkeeping systems and functions
Follow procedures for filing debits and credits
Follow procedures for rendering and preparing statements
Identify encoded groups of numbers on the bottom of debit slips and credit slips

BIL: Essential

EDU:	12	AD	AC
	I	P	

Competency: **Describe credit investigation procedures**

Competency Builders:

Identify types of credit
Describe sources of credit information
Complete a credit application form
Explain the categories of credit report information provided by credit bureaus
Explain the Fair Credit Reporting Act
Describe the steps of the credit investigation process

BIL: Essential

EDU:	12	AD	AC
	I	P	M

Competency: **Describe loans/leases**

Competency Builders:
Define terminology associated with loans/leases and interest/charges
Identify types of loans/leases (e.g., unsecured, secured, closed-ended, open-ended)
Identify purposes of loans/leases
Match types and purposes of loans/leases
Identify factors that influence loan/leases interest rates
Describe standard repayment terms
Describe how lending/leasing decisions are made
Explain the Truth in Lending Act

BIL: Essential

EDU:	12	AD	AC
	I	P	M

Competency: **Calculate interest**

Competency Builders:

Explain the purpose of interest
Compute simple interest on single payment loans
Compute simple interest for discounted notes
Compute add-on interest for installment loans
Demonstrate method of computing loan payoff

BIL: Recommended

EDU:	12	AD	AC
	I	R	

Competency: **Describe banking regulations**

Competency Builders:

Identify federal agencies that provide regulation of financial intermediaries (e.g., FDIC)

Describe the regulatory role of each federal agency

BIL: Essential

EDU:	12	AD	AC
	I	P	

Competency: **Describe investment instruments**

Competency Builders:
Define terminology related to investments (e.g., principal, maturity)
Describe certificates of deposit (CDs)
Describe money market funds/accounts
Describe mutual funds
Describe treasury bills
Describe treasury notes and bonds
Describe securities

Unit: World Cultures

BIL: Recommended

EDU:	12	AD	AC
	I	R	

Competency: **Describe how cultural components differ among cultures**

Competency Builders:

Define "culture"
Identify cultural components (e.g., language, beliefs, technology, institutions)
Describe the difference between culture and civilization
Compare components of various cultures
Describe factors that influence culture (e.g., geography, trade, diversity)
Define "cultural diffusion"

BIL: Recommended

EDU:	12	AD	AC
	I	R	C

Competency: **Relate cultural ideas and information to life experience**

Competency Builders:
Collect information about diverse cultures, environments, and people
Relate cultural similarities and differences to personal life experiences
Analyze how the presentation of information is influenced by culture
Illustrate how humans depend upon culture

BIL: Recommended

EDU:	12	AD	AC
	I	R	C

Competency: **Evaluate obstacles to cultural understanding**

Competency Builders:
Define “ethnocentrism”
Identify ethnocentric attitudes
Define “stereotype”
Identify cultural stereotypes
Explain the dangers of ethnocentrism and stereotypes
Explain the concept of “The Ugly American”
Analyze own ideas about other cultures to identify stereotypes
Generate ideas for overcoming ethnocentrism and stereotypes
Define “human rights”
Evaluate arguments surrounding international human rights issues

BIL: Recommended

EDU:	12	AD	AC
	I	R	

Competency: **Analyze cultural demographics of major world regions**

Competency Builders:
Compare the major cultural groups of the United States and another country
Compare the major cultural groups of two countries
Compare cultural groups within a country
Identify major cultural groups of East Asia
Identify major cultural groups of the Asian Sub-continent
Identify major cultural groups of the Middle East
Identify major cultural groups of Sub-Saharan Africa
Identify major cultural groups of Eastern Europe
Identify major cultural groups of Western Europe
Identify major cultural groups of Latin America

BIL: Recommended

EDU:	12	AD	AC
	I	R	

Competency: **Analyze the impact of cultural environment on business**

Competency Builders:

Identify social and cultural factors that affect the conduct of business
Compare and contrast business practices in different cultures
Illustrate how culture influences business operations
Identify U.S. cultural attitudes and practices that could inhibit successful business operations in another country
Analyze necessary modifications to American business practices for success in the global marketplace
Describe the steps to receive business visitors from specific countries
Describe negotiation tactics and decision-making processes of various cultures
Identify types of business relationships in various cultures
Compare business entertainment among people in various parts of the world

BIL: Recommended

EDU:	12	AD	AC
	I	R	

Competency: **Describe customs that impact international business**

Competency Builders:
Identify cultural differences in food, dress, and social behaviors
Compare the use of calendars in different societies
Identify major holidays of various cultures and how they are celebrated
Assess the importance of gift giving in various cultures

Unit: Basic Principles of Marketing

BIL: Recommended

EDU:	12	AD	AC
	I	R	

Competency: **Demonstrate understanding of basic marketing principles #**

Competency Builders:

Define basic marketing terminology (e.g., "market," "marketing mix," "market penetration")
Identify purpose of marketing
Identify marketing activities
Identify elements in the marketing mix (e.g., price, product, promotion, place)
Explain market share
Identify factors affecting market share
Explain margin analysis

BIL: Recommended

EDU:	12	AD	AC
	I	R	

Competency: **Describe marketing strategy #**

Competency Builders:

Identify marketing strategies for differing products and services
Differentiate between industrial and consumer marketing
Differentiate between mass market and market segmentation approaches
Describe the process of identifying a market for a product or service
Describe the role of margin analysis in developing marketing strategy
Give examples of product positioning